

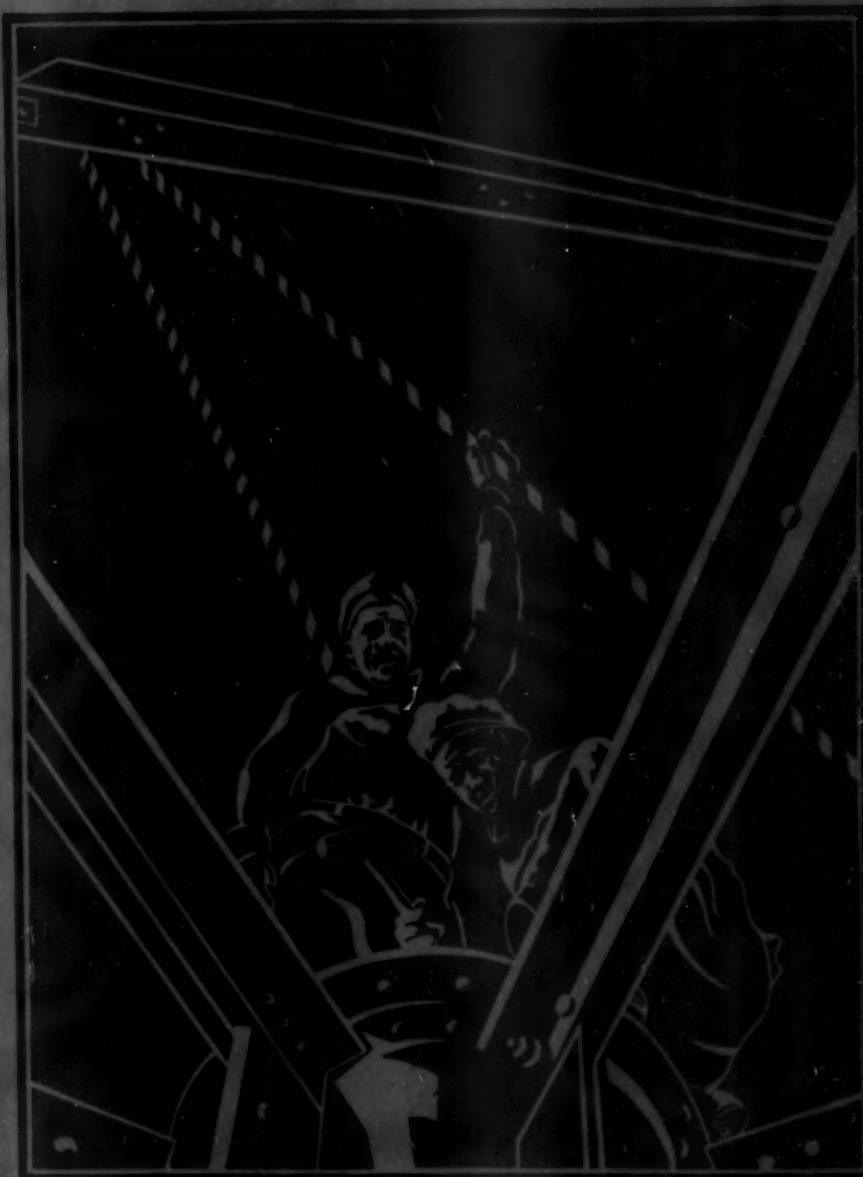
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# SCHOOL LIFE



*June 1936*

*Vol. 21 • No. 10*



## *IN THIS ISSUE*

▼  
The Child and His Carriage • Standards for the Master's Degree • Serving the Cause of Education • Reform of Secondary Education in Argentina • The Modern Homemaking Department • The Social Security Act • Surveys of Youth

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*Official Organ of the Office of Education*

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

# WRITE TO:

The Office of Education,  
U.S. Department of the  
Interior, Washington,  
D. C., for published  
information on—

Nursery-Kindergarten-  
Primary Education

Elementary Education

Secondary Education

Colleges and Professional  
Schools

School Administration

School Finance

School Legislation

Exceptional Child  
Education

Rural School Problems

School Supervision

School Statistics

School Libraries

Agricultural Education

Educational Research

School Building

Negro Education

Commercial Education

Homemaking Education

Radio Education

Native and Minority  
Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and  
Measurements

Comparative Education

Adult Education

## SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C.



June 1936

Vol. 21, No. 10

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Frank Wiggins Trade School, Los Angeles, Calif.

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## *The Way to Peace*



WHY does the teaching profession abhor war? Because war destroys what educators build. War destroys the young people we labor to train for competency and fruitful living. War distorts the truth and disseminates lies. War turns our schools and colleges into recruiting stations, and our teachers and professors into propagandists of hate. War uses our researches for developing new and so-called "advanced ways" of killing people. War arouses in men the destructive impulses which we try through education to bring under control. War is followed by economic chaos, poverty, and moral exhaustion. Of course, educators must oppose war.

The question we face is: What can we do to prevent another world war, or at least to keep America out of it? Merely to be against war because of the harm it does to men and nations is not enough. The people of the world are already sick of bearing the costs of war. The rank and file of human beings want peace, and yet a suicidal conflict is in the process of preparation. They want to know "why." They want to know what can be done about it.

How shall our people find the solution to the war problem?

There are numerous splendid books on the subject. There are many speakers and thinkers expounding plans for outlawing war. But the god of war sits on his throne secure so long as these ideas and plans are merely in books or are the possession of only a few thinkers and speakers. Evil is not conquered merely by the good plans of a few people. Evil is put down by organized masses of human beings who understand the evil to be fought and the plans to be used as weapons.

Therefore, let him who has a plan for putting down war be heard. Let all who want to put it down give ear. Let us discuss among ourselves in every community alternative plans and proposals. In this way shall the people come to understand the forces which make for war. And in this way shall multitudes come to agreement on effective action against war.\*

*J. W. Studebaker*

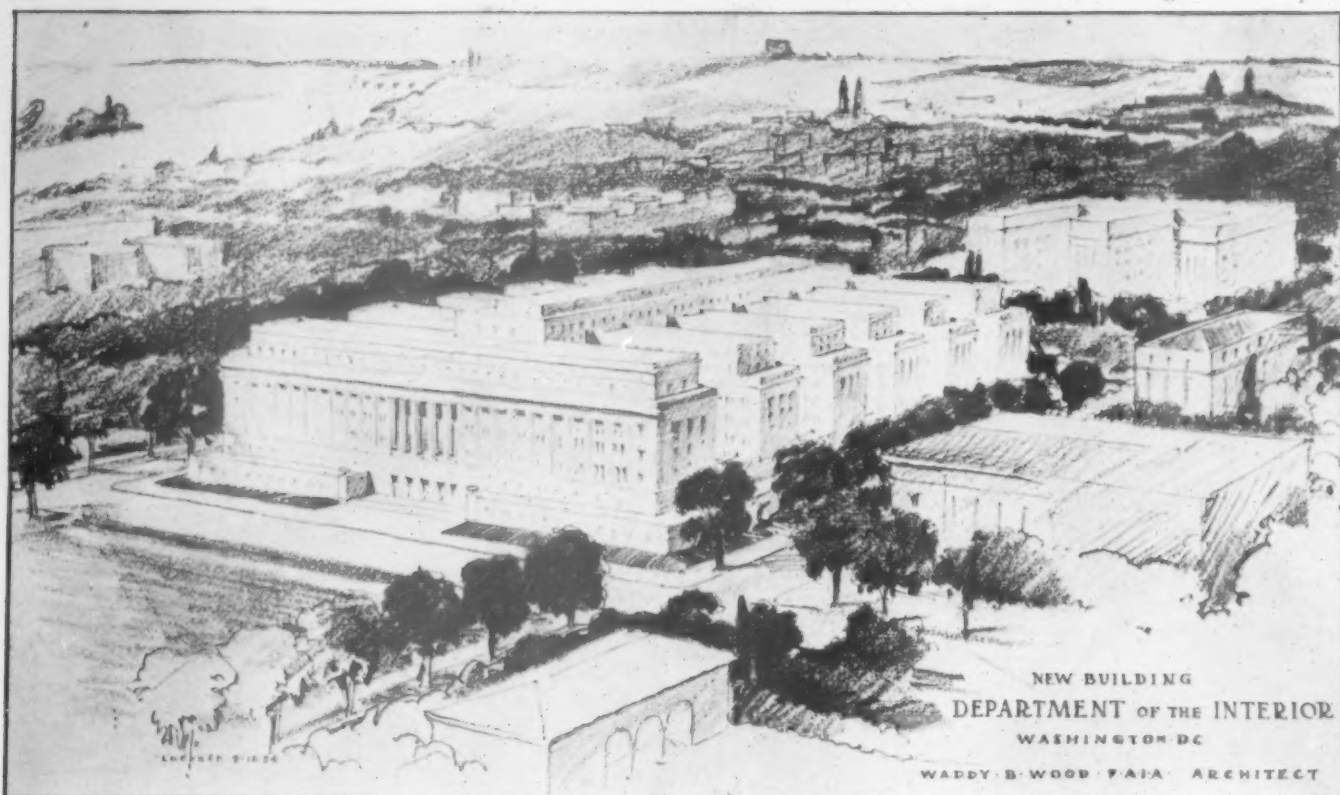
*Commissioner of Education.*

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\*With this brief message pointing "The Way to Peace," Commissioner Studebaker participated in the recent launching of the Emergency Peace Campaign, when 2,000 homing pigeons were released at the Washington Monument, carrying a "message of peace" from Mrs. Franklin D. Roosevelt.

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### Office of Education's New Home

The above architect's drawing is expected to be a reality—the completed new building of the United States Department of the Interior, by December 17, 1936.

It is the future home of the Office of Education and numerous other activities and services of the Interior Department now scattered in 15 different buildings throughout the District of Columbia. The structure will cover two city blocks near the present Interior Building and accommodate 5,000 workers.

The new Government building will have a cafeteria equipped to feed 1,200 people at one time, an auditorium, library, parking and exhibition space, equipment for a broadcasting studio, an employees' lounge, first-aid, and recreation facilities.

"Let us hope that a great new adventure lies ahead of us at a significant time in the internal affairs of the United States; that a definite and final reversal of our course of heedless exploitation of our national assets is at hand, to be followed by the adoption of a policy of prudent use of those same assets, which is true conservation."

Thus spoke Secretary Ickes in concluding the laying of the cornerstone ceremonies.



President Roosevelt and Secretary Harold L. Ickes, of the United States Department of the Interior, officiating at the cornerstone laying.



# Serving the Cause of Education



## H. H. Davis, of Ohio State University, and Associated With the Office of Education's University Research Project, Describes Program of Education Department

**I**N ANY institution where a number of highly competent people are working on complicated situations, it is important that the effort of each individual shall reinforce or complement, rather than duplicate or conflict with the efforts of the other workers. It is scarcely necessary to add that educational institutions are not exceptions to the foregoing statement. Educators may be interested, however, in the means taken by one university department of education, to meet this need.

The staff members of our department at Ohio State University, like those of similar departments in other large universities, concern themselves with the preparation of teachers, administrators, and supervisors for all areas of education from pre-primary to university levels, inclusive. They deal with both materials and methods, from free choice activities to business administration and from school buildings to comparative education.

One thing is held in common by all staff members and permeates all their activities—a desire to serve the cause of education. From this we took our cue for the organization of our efforts. If each is to serve education he must do it at some point in the educational systems of State and Nation. In the main this means at some point in some one or more organized school systems. Now, organized schools, whether large or small, public or private, kindergarten or college, have five essential elements—pupils, staff, plant, supplies, and curriculum. They likewise have in common three kinds of activities—teaching-learning, aids to teaching-learning, and accessory activities. Our service to education, as a department must therefore operate to improve one or more of the above elements or activities. With this in mind

our staff set to work on the cooperative task of stating our function in terms of these points plus two or three more or less auxiliary ones.

### Statement of functions

The first problem in the list is in fact an auxiliary one, but basic to all the rest—we asked ourselves what function we had in helping to decide the place of the school in society, and in the determination of educational objectives. After much discussion and pooling of ideas the following statement resulted:

#### *The Functions of the Department of Education:*

I. With reference to educational objectives (purposes) of the public-school program:

A. To carry on a continuous study of the problem of the place of the school in modern society and to seek to discover who should be enrolled in school. This study should include not only the psychological and biological foundations of society but also some consideration of the ways in which schools mold public opinion and are molded by it. The results of this continuous study should be reflected in the department's dynamic educational and social philosophy.

B. To formulate, examine, and reformulate statements of the purposes of the school in the light of its place in society and of the nature and needs of those who are to be educated.

C. To cooperate by the exchange of ideas and otherwise with other individuals and organizations, both lay and professional, who are or should be interested in this problem.

II. With reference to pupils of the public schools:

A. To carry on research in child nature in cooperation with other agencies on and off the campus. Such research should look toward the developmental integra-

tion of psychological, sociological, and biological elements in child nature.

B. To disseminate the results of research among people who will profit from such information. This includes not only results of our *own* research but also significant findings by research workers everywhere, and should be carried on by means of publications, the radio, and addresses before both lay and professional audiences.

III. With reference to public-school staff members:

A. To provide ways and means for preservice education of teachers and to work for the integration of such ways and means—

1. Through careful selection of persons who may enter the profession;
2. By making provision for background education in psychology and in such areas as biology and sociology;
3. By providing for adequate preparation in subject-matter courses;
4. By planning for personality building through rich cultural life while preparing for the career of a teacher;
5. By providing course work in the history and philosophy of education;
6. By offering course work in general and special methods of teaching;
7. Through a carefully prepared program of directed observation and supervised student teaching, including participation in many phases of school activity.

B. To provide means for preservice education of other staff members:

1. By furnishing an adequate and discriminating program of graduate work for administrators, supervisors, and college and normal school teachers;
2. By seeking the passage of laws and other regulations governing the certification of such staff members.

C. To provide for in-service education of staff members of the public schools:

1. By offering summer-session and extension courses for these staff members;

2. By demonstration-school, and educational-conference activities on our campus, and by the participation in institutes and other professional meetings, off the campus;

3. By active cooperation with the State department of education, the Ohio Education Association, and other professional groups.

D. To cooperate with other colleges or departments of education in the improvement of teacher training.

E. To assist in improving working conditions in connection with such matters as certification laws, tenure, salaries, retirement provisions, and to raise professional ethics.

IV. With reference to public-school plant and equipment:

A. To prepare and continually to revise specifications for plant and equipment in terms of the purposes of the school.

B. To work for the widest possible use of these specifications among schools:

1. To provide graduate work in this field for administrators;

2. To make available advice, both written and oral, to school districts that are about to build or remodel school plants;

3. To contact architects and school-equipment firms with the object of improving the educational features of their work.

C. To cooperate with the Division of Surveys in the Bureau of Educational Research in matters pertaining to this problem, particularly with an eye to the flexibility of plant facilities and the close adjustment of such facilities to new discoveries and new practices in education.

V. With reference to school supplies:

A. To prepare and continually to revise supply lists in terms of the purposes of the school.

B. To work for the wide adoption of such lists among schools:

1. To engage in the production of textbooks, workbooks, and other educational supplies;

2. To make conscious provision at appropriate places in our courses and demonstrations for treatment of this problem; provide consultation, and, when possible, field service for school executives in this area;

3. To maintain contacts with school supply firms with the object of bringing available supplies into line with educational objectives, with the principal object of keeping them informed of new developments and avoiding formalism in texts and workbooks.

VI. With reference to public-school curriculum:

A. To develop and improve methods of curriculum construction in terms of the purposes of the school and the nature and needs of children, cooperate with State and national committees working on this problem, and to assist in the evaluation of curriculum programs in terms of pupil outcomes.

B. To carry on research and experimentation looking toward development of such curricular materials and teaching procedures as will best prepare youth for effective membership in society.

C. To provide for the wide utilization of such methods of curriculum construction:

1. To offer courses dealing with this problem and to assist school systems in their curriculum-revision programs;

2. To evaluate and to assist in giving direction to the State scholarship test program;

3. To contact laymen and lay groups with the object of making them sensitive to this problem and also with that of keeping ourselves sensitive to their opinions and needs.

D. To reexamine and revise instruction in teacher-training institutions in accordance with the best thought in this field.

VII. With reference to teaching-learning activities in the public schools:

A. To carry on constant and vigorous studies of how children learn and how teachers may best facilitate that learning, with particular reference to the problem of individual differences.

B. To disseminate the results of such studies through publications, lectures, and demonstrations. (To assist schools to plan programs for helping laymen to revise their educational ideas.)

C. To carry on an active program of cooperation and the exchange of ideas and information with other persons or groups engaged in such research.

VIII. With reference to aids to the teaching-learning activity in public schools:

A. To develop and improve methods of supervision.

B. To develop and improve ways and means of pupil guidance and to assist in the coordination of guidance service.

C. To develop standards for the various services which serve as aids to the teaching-learning activity and to make sure that such services are in terms of the purposes of the school.

1. Lighting and heating of school buildings;

2. Management and distribution of supplies;

3. Program and schedule making for schools;

4. Systems of grades and credits and means and methods of testing, both mental and physical.

D. To provide for the dissemination of the above aids through publications, lectures, and otherwise.

IX. With reference to accessory activities in the public schools:

A. To develop and improve ways and means of getting children into school:

1. By better forms of school census;

2. By constant improvement of laws, regulations, and parental attitudes toward methods governing compulsory attendance and child-labor regulations;

3. Through more efficient methods of transporting children to and from school.

B. To develop and improve ways and means for keeping children safe and comfortable at school:

1. By working for high standards of plant operation and janitorial service.

C. To develop and propose desirable methods of school publicity.

D. To study problems of school finance and business management and find solutions for them.

E. To give attention to the improvement of school-district organization and school-board selection and function.

F. To disseminate information about all of these through publications, lectures, and otherwise.

X. With reference to out-of-school influences which bear rather directly on schools:

A. To maintain contacts with such organizations as chambers of commerce, League of Municipalities, tax associations, and the League of Women Voters, and to attempt to participate in their formulation of educational policies.

B. To participate, whenever possible, in the formulation of Federal, State, or other governmental policies affecting schools.

C. To seek to cultivate good public attitudes toward schools through contacts with newspapers and other publications and lay organizations.

D. To work with the State department of education in setting up an integrated State program of education.

### Basis for cooperation

Particularly, attention is called to the way in which the basic statement of purpose of the schools runs through later statements of function. Ways in which

[Concluded on page 275]

# The Child and His Carriage

## The family carriage

**E**VERY child comes to school in the family carriage or at any rate in the carriage which inheritance and early experience has shaped for him. No two of these carriages are quite alike nor will they ever be alike. They may differ only in minor structural details, not outwardly observable, or hidden from view by shirts and waists, coats and blouses, but just as the tall or short, the thick or thin types of build register in consciousness so the strikingly extreme styles—the severely straight and the decidedly curvilinear carriages, are readily distinguishable to those interested in these physical features. Between the few long and the few short carriages range the many moderately long, the moderately short and the larger number of medium stature, though no two observers would quite agree as to just where to draw lines separating the short from the medium or the medium from the tall. In like manner, between the stream line and the vertical vehicles we have the moderately straight, those with gentler contours and the greater median group with average outlines.

## Carriages in the making

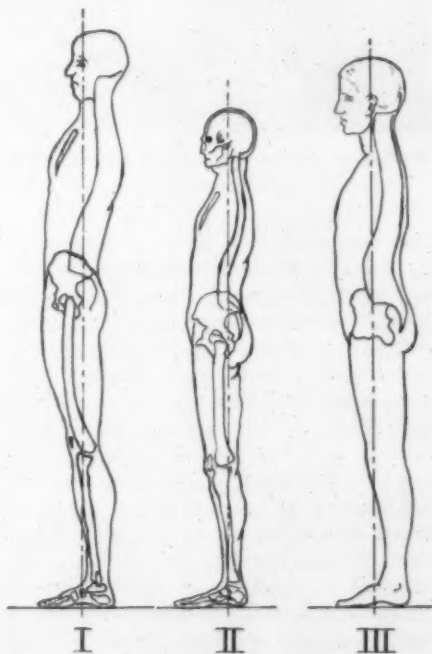
Man-made vehicles are built from blue prints, from much the same materials and under the same surroundings. No stress or strain is put upon them until finished. Each human carriage is planned individually, and is subject to changing conditions, internal and external, from its very beginning for it is in daily service while building. There is no standardizing of conditions of construction and hence there can be no standardized product. The wonder is that, after some 2,000 days of fashioning, our carriages should hold so nearly true to their genetic patterns, that there should be such small divergence from a median model, and that so few of them should exhibit striking imperfections. However, to a practiced eye, some of the specimens that enter the school room are a trifle lopsided, a few are exaggerated or irregular in outline and there are occa-

## James Frederick Rogers, M. D., Consultant in Hygiene, Office of Education, Presents Striking Comparisons and Contrasts in "Carriages"

sionally, carriages which are decidedly asymmetrical or misshapen.

### As others see us

Likes and dislikes with reference to the appearance of man-made vehicles differ and styles have changed, though for practical purposes the performance of one model may be as good as that of another. Fashions in human carriages have also changed, as is evident from the accompanying pictures, according as one or another type has met the approval of the stylists of the day for certain theoretical or aesthetic reasons.



I  
II  
III  
Good models according to: Meyer (I); Harless (II); and Staffel (III).

Medical examiners of school children, being of practical mind, class carriages as "good", or "poor," and despite the hazardous process of building they usually find only three or four in a hundred to which they apply the second of these

adjectives, and which they think might possibly be mended to some advantage. Even this small percentage of carriages will probably serve the purpose of the owners through the usual span of existence as well as those that receive the stamp of approval. (It is easy to find flaws, according to preconceived notions, one examiner reporting 1 percent and another 99 percent of carriages as unsatisfactory.)

In an age busy with classifying, and standardizing it was to be expected that the vehicles considered passable for all ordinary purposes by these inspectors would sooner or later be pigeonholed. And so we have had classifications not only under two but under three, under four, under five, and even under a dozen headings, with letters, numbers, or adjectives expressing the degree of approbation or disapprobation of the examiner.

There are disadvantages in being tall and there are disadvantages in being short. There are disadvantages in being thin and disadvantages in being stout. Theoretically there may be disadvantages in being quite vertical and disadvantages in being decidedly curvilinear but investigations have not proven that the normal carriage of one type works better than another or is connected with disfunctioning of the internal machinery. Even for strenuous military services only gross variations and asymmetries of structure debar. In the draft for the World War only 56 men in 10,000 were for this reason considered unfit for service. For purposes of parade—for appearance of "smartness" and "poise," whatever is meant by these words (we quote from the Army training regulations) there are other standards. However, the work of the world is not done in carriages on parade but in those which conform to their tasks.

## Parking the carriage

On entering the schoolroom the child must, perforce, park his carriage for a



season. Tradition to the contrary he seems none the worse for this experience even though the parking arrangements are often needlessly ill-adapted for the purpose. There is no evidence that structural shortcomings, found by the carriage inspectors previously mentioned, are either caused, or made worse, by the school seat or desk. The vehicle is not so sleazy as all that. It has a wonderful gift for adaptation and its assumption of a shape which we may label "bad" is for its own preservation and its own good. "The grotesque attitudes in which children sit or lie have a real purpose back of them, for they relax the child's tired muscles and let him 'rest up' most quickly."

Nevertheless the school seat is intended to conserve energy for other uses than the tiresome business of maintaining a vertical position and needless consumption in this direction leaves a lesser fund for school work. The school seat should be as fitting and restful as any seat can be (which is never for long) and the desk or table as suitable for its purposes as possible (though it is never quite suitable for all purposes).

Formal (or informal) stretching and restorative gymnastics after long sitting and bending over tasks are desirable and natural. Even animals stretch after long maintenance of posture.

### Mechanics and upkeep

No matter what its model the human carriage (according to human notions) seems the most wasteful of mechanisms. The man-made contrivance is built for stability and requires no outlay of energy for its mere existence whether standing or running. The human carriage, on the other hand, is the most topknot of structures and the more vertical its lines the more unstable it becomes. It compares with a car, a very long car, balanced upright on its hind wheels. Its maintenance involves a constant acrobatic performance—a continuous swaying back and forth about a vertical axis, and it slumps in a heap with a moment's remission of its outlay of energy. Standing or sitting "the living subject is always in motion even when trying not to be so" and "there is no posture of the body which can long be maintained without exhaustion." With the diminution of its stock of energy, which comes sooner or later in the day, according as the fund of energy is small or large, the carriage droops. Its ever-tense elastic guys are relaxed in order to economize its resources and permit renewal for another day.

### Wear, tear, and repair

The body according to Fisher may have the parts twisted or dented but with normal usage it retains its original shape from hour to hour, and day to day, without overhauling. The marring of its outlines affects its appearance but not its performance. The body by biology is shaped for each day by refueling and repair which processes must be ample for the continuous stress and strain which is to be put upon it. The man-made vehicle maintains its original shape continuously through the strength and elasticity of the materials of which it is constructed.



Owner at work—carriage at rest; seat suitable enough.

The human carriage is held to its genetic lines in defiance of the pull of gravity only so long as its fund of energy permits the precarious balancing of cushioned or lubricated bone upon cushioned or lubricated bone. As its batteries run low the lines droop for the time into a less vertical and more restful pattern. If reconditioning is inadequate the carriage may not hold its shape for long even with the ambition to appear unnaturally tall or smart as a stimulus. Pride cannot prevent for long the droop of an exhausted carriage any more than an electric discharge can animate an automobile which has consumed its fuel. Nor can the human carriage be reconditioned by the mere conscious stretching and tightening of its supports. It is the business of those who have charge of such carriages to find the cause of the droop and remove it. Only then is it worth while to attempt any reshaping to the original type supplied by heredity and early experience. It would be hopeless to add the

additional strain of attempting to produce a different form than nature intended.

### A carriage which feels

A man-made carriage exhibits no signs of feeling. Except for collisions it is unaffected by its fellows. It shows no outward signs of its internal condition. It is not alive. The human carriage is subject to change according as its supporting guys are tightened or loosened by heightened or weakened emotional discharge. No matter what the model, its lines are straightened by, or with, joy, or bent by, or with, sorrow; stiffened by, or with, success, or relaxed by, or with, disappointment.

Does emotion produce posture or does posture beget emotion, as some psychologists would have it? If the latter is the order then we have some foundation for the pedagogical practice of attempting to teach an imitation by the pupil of the lofty air and confident pose which we associate with success. This seems desirable, for at present the meek and humble inherit the earth only in theory. The school child who, for the time at least, carries his head high, his chin in and his shoulders square gets an A while his fellow with more ease and grace of carriage may receive less "credit."

For purposes of art the carriage is portrayed as played upon by the feelings of the moment or as it is adapting itself to some activity. Mere smartness or assertiveness does not count unless such attitudes are reflected in the subject which is portrayed. It is grace and expression in which the artist is, or was, interested.

No matter what the model, the carriage may stand, on occasion, for a state of mind; but after all the main question for the owner is, Does it work? Does it run? When it comes to this there is slight choice in models. Barring the deformed, there is no evidence that one type is more comfortable or serviceable than another.

### The carriage mender

There is no evidence that the child can change his type of carriage any more than he can essentially modify his facial features; the carriage is not so badly built as that. However, he can assume a smile and he can, on occasion, carry his head higher and his shoulders broader if this is not already his habit. The elasticity of his carriage permits of such adaptation when on parade, if not in all seasons. Since the prevailing taste runs to military or "smart" models, this pose is often recommended for approximation, and

every physical educator knows how to bring this to pass so far as it is possible.

The possessor of a human carriage is in it for life. He cannot exchange it for a new model. Whether or not his model meets with current aesthetic approbation he can at least make the most of it. Those who attempt to direct the care of carriages must see that the owner has ample materials and time for daily re-



Unposed, untrained American model. Some call it "fine"; some "fair"; some "good"; some "not so good."

conditioning if the original type is to be maintained. For the few ill-finished, ill-shapen, asymmetrical, or damaged carriages special mechanical treatment under the direction of a physician may make them more presentable and more usable.

### In other words

The "carriage", "posture", "stance", or what you will of the school child is, like any other of his physical features, the outcome of inheritance and early experience.

No two carriages are quite alike or ever will be alike. They vary in outlines from median curvatures, with which the majority are endowed, to more, or to less, vertical lineaments.

A few carriages are marred in the making by misadventure or by disease. Something may be done by a physician to recondition such vehicles. Aside from these exceptions there seems no relation

between the condition of the carriage and the well-being and well-working of its occupant. It is desirable to make them as pleasing as possible according to the aesthetic ideas of the day.

Compared with man-made vehicles, and from a man-made point of view, the human carriage seems mechanically impossible. The vehicle is in unstable equilibrium and to prevent collapse is constantly pulled back and forth, with continuous outlay of energy, about a vertical axis by its many muscular supports. With the ebb of energy, which occurs earliest in those where least is stored, the carriage droops to conserve that energy. The natural model therefore becomes modified temporarily by fatigue or illness and may be habitually modified by continuous abuse or overuse. Carriages in such condition can be restored by appropriate means but

only if preceded by adequate restoration of energy for maintenance.

School seats allow least wear of the carriage when most fitting and, for the sake of comfort and economy, such furniture should be supplied.

We should make the most of the human carriage just as we should make the most of every other bodily feature by preventing or repairing serious faults and by due but not too obsequious consideration for the dictates of fashion. Carriage tinkers will do well, however, to keep in mind that the type with which the child is endowed cannot be essentially changed and that it is more readily preserved than restored.

The Detroit public schools are making extensive use of broadcasting to acquaint the public with the work of the schools.

## Electrifying Education

THE National Film Society of Canada has recently been established to increase coordination in the use of educational films through a central clearing house. Local chapters have been established in Montreal, Ottawa, Toronto, and Vancouver.

Alice P. Sterner and W. Paul Bowden are coauthors of: *A Course of Study in Motion Picture Appreciation*. It is a 63-page teachers' manual published by Educational and Recreational Guides, 125 Lincoln Avenue, Newark, N. J.

The American Council on Education recently announced that it plans to hold a national conference on educational broadcasting in Washington, December 10-12, 1936.

The H. W. Wilson Co., 950 University Avenue, New York City, has recently published the *Educational Film Catalog* which includes an annotated list of 1,100 of the best films on education that are available at the present time. Price, \$2.

The income of the British Broadcasting Corporation during 1935 amounted to \$12,500,000, according to report.

The Central Council for School Broadcasting of the British Broadcasting Corporation, London, England, has published a 24-page bulletin entitled *Broadcasting in the Senior High School* (F. J. Schonell) in which the author explains how he uses and evaluates broadcast lessons prepared by the Central Council.

Under the direction of Russell Gregg a conference on the use of radio and motion pictures in education will be held at the University of Illinois at Urbana, June 24 and 25.

A compilation of the returns on the National Audio-Visual Survey being conducted by the United States Office of Education shows that two-thirds of the school systems in the United States use radio programs sometimes in school. Approximately one-sixth of the total number of schools reporting indicate that they use radio programs often. The reports show that intermediate and junior high school grades make more extensive use of programs than do primary and senior high school groups.

Dr. Waldo Abbott, director of broadcasting at the University of Michigan, has recently completed a textbook on broadcasting to be used as a text in college classes.

CLINE M. KOON

# Urban and Rural School Expenditures



Lester B. Herlihy, of the Statistical Division, United States Office of Education, Presents Some Striking Comparisons in School Finance

Comparative average expenditures per pupil in urban and rural schools, 1933-34

VARIATIONS in the total current expenditure per pupil in urban and rural schools as shown in the accompanying table, column 9, are as great as 245 percent for urban schools and 318 percent for rural schools in different sections of the country. Such outstanding variations show the need for a more uniformly adequate system in the financing of the public schools over the nation.

The length of the school term (column 12) varies 15 days or 9 percent for urban schools and 33 days or 23 percent for rural schools in different sections. To adjust the cost figure for this difference in length of term, the daily cost and cost for a uniform term of 100 days are given in columns 10 and 11. These are, basically, the more comparable figures given in the table, and indicate the inadequacy of educational opportunities in many sections.

In the comparisons of per pupil costs for the six major items of current expenses for all sections combined (columns 3 to 8, inclusive, at the end of the table) it is noticeable that for every item except coordinate activities and auxiliary agencies the urban schools spent more than twice as much per pupil as did the rural schools. The rural schools spent more for auxiliary agencies because transportation cost is the largest part of this item.

Section	Number of counties, towns, and parishes reporting rural schools, and number of urban school systems	CURRENT EXPENSE ITEMS									
		General control	Instruction	Operation	Maintenance	Coordinate activities and auxiliary agencies	Fixed charges	Total current expense	Per diem expenditure	Expenditure on basis of 100-day school session	Number of days in the average school session
1	2	3	4	5	6	7	8	9	10	11	12
New England:											
Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut:											
Urban.....	11	\$4.48	\$83.38	\$9.41	\$3.38	\$4.06	\$2.25	\$106.96	\$0.58	\$57.63	185.6
Rural.....	83	2.61	52.23	5.38	2.02	11.74	1.49	78.47	.45	44.87	174.9
Middle Atlantic:											
New York, Pennsylvania, New Jersey, Maryland, Delaware:											
Urban.....	11	3.83	97.08	8.68	2.76	2.62	6.72	121.69	.64	64.28	189.3
Rural.....	12	2.94	53.82	5.60	1.90	10.32	1.44	75.02	.42	42.28	177.4
East North Central:											
West Virginia, Ohio, Indiana, Illinois, Michigan, Wisconsin:											
Urban.....	23	2.70	63.92	10.66	2.48	3.15	2.38	85.30	.48	47.76	178.6
Rural.....	43	1.48	43.84	7.36	2.31	6.21	1.26	62.46	.37	37.25	167.7
West North Central:											
Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas:											
Urban.....	18	3.06	60.64	9.40	3.39	2.89	.48	79.86	.44	43.83	182.2
Rural.....	70	2.28	44.75	7.91	2.18	6.28	.91	64.31	.38	38.46	167.2
South Atlantic:											
Virginia, North Carolina, Georgia, South Carolina, Florida:											
Urban.....	10	1.24	42.12	3.77	1.92	.60	.31	49.96	.29	28.66	174.3
Rural.....	55	1.22	23.48	1.72	.88	3.35	.51	31.16	.21	20.78	149.9
East South Central:											
Kentucky, Tennessee, Alabama, Mississippi:											
Urban.....	10	1.59	41.50	4.34	1.33	.63	.74	50.13	.28	27.87	179.9
Rural.....	81	1.03	18.30	.60	.31	3.93	.94	24.66	.17	17.13	144.0
West South Central:											
Arkansas, Louisiana, Oklahoma, Texas:											
Urban.....	14	1.52	45.09	4.54	1.60	.93	.59	54.27	.31	30.68	176.9
Rural.....	21	1.37	24.98	2.12	1.21	4.02	.69	34.39	.22	21.62	159.1
Mountain:											
Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada:											
Urban.....	26	2.65	59.08	7.33	2.92	1.93	1.90	75.81	.42	42.45	178.6
Rural.....	54	2.10	54.67	7.83	2.25	9.53	1.45	77.83	.44	44.42	175.2
Pacific:											
Washington, Oregon, California:											
Urban.....	22	3.70	82.76	9.37	3.72	3.78	1.99	105.32	.57	57.49	183.2
Rural.....	21	2.47	52.03	8.40	2.97	7.94	.60	73.41	.42	41.52	176.8
All sections:											
Urban.....	145	3.02	66.98	8.77	2.82	2.91	1.92	86.42	.48	47.56	181.7
Rural.....	440	1.43	30.76	3.46	1.21	5.52	.72	43.10	.28	27.59	156.2



# Surveys of Youth

ONE of the evidences of a growing concern over the situation of youth is the considerable number of communities which during recent years have conducted investigations into the conditions, needs, and interests of young people. The United States Office of Education, through its Committee on Youth Problems, a year or more ago set out to assist communities desiring to make such studies. In the undertaking, effort was made to secure information regarding investigations completed or in progress.

Attention is invited to the Summary of Characteristics of Youth Surveys herewith presented. The reader should not conclude that this summary lists all the surveys which have been made of youth. It, for instance, makes no mention of surveys in progress or of surveys for which data were gathered before 1933<sup>1</sup>; moreover, it must be realized that many worthwhile studies which have been made, have not been circulated through printed or otherwise duplicated reports. Those surveys, of which copies were secured through a rather thorough canvass of sources, are included in the summary.

Most of the surveys are made in and by local communities such as cities, counties, or school districts. Eight of the studies reported are in the nature of State surveys, although it needs to be borne in mind that many of those classified as State surveys included a number of communities within a State, but made no attempt to secure an adequate sample of the youth resident in the entire State. In the last column of the summary is given some suggestion regarding the number of communities participating and the number of young people enumerated in the various surveys.

Considerable variety exists in the types of youth from whom information was secured. Judgment may be gained

<sup>1</sup> Some of the surveys listed are parts of a series. Earlier studies of similar character to those listed have been made, for instance, in Denver, in Minneapolis and in the State of Minnesota. The time limitation has also caused omission of reference to the notable series of studies which have been made from time to time of graduates from the high schools of Oakland, Calif.

## Carl A. Jessen, Senior Specialist in Secondary Education, Office of Education, Presents Some of the Characteristics of Youth Surveys

on this point from the titles given to the publications and from the data in the column headed "Those enumerated." Ten of the studies were limited to high-school graduates and two included also those who had attended or completed courses in higher institutions. Five dealt only with out-of-school youth. Four considered unemployment the center of the problem—so much so that the enumeration was made for the primary purpose of securing information on the unemployed. Eight are limited to rural youth. In only ten cases reported in the "Summary" can it be said that those enumerated were not selected on some such basis as amount of school training, present school attendance, unemployment, or residence in rural regions; and among the 10 a number made no attempt to secure an enumeration which could be defended as a representative sample of the entire youth population of the community or of the State. Without prejudice to the many excellent findings of the surveys it may be said that most of them show a special interest in some group or class of youth rather than in the entire youth population.

In the matter of ages of those studied it appears that the ages 15 to 29 encompass all who are usually regarded as belonging to the youth group. Many of the surveys stop their enumeration with 24 or 25 as the upper age limit. In the surveys of high-school graduates the follow-up usually was made within 1 year after graduation from high school; consequently, those reporting were in most cases about 19 or 20 years old.

The subjects of inquiry are numerous. Some of the surveys report information on such matters as church and civic interests of the young people, the responsibilities which they take around the home, the sources of their spending money, the guidance services which they have enjoyed, the effects which the depression has had upon them, their marital status,

place of residence and mobility of residence, their health, and their attitudes toward drinking, war, work, school, and other subjects. The greatest number of the inquiries, however, center around three important areas, namely, school, employment, and use of leisure time. The questions related to education aim to get data on such subjects as present attendance in school, number of years out of school or age at time of quitting school, last school grade completed, amount of school training since leaving high school, vocational training, and future educational plans. Data asked for on employment and unemployment include present occupation, usual occupation, length of time in present job, working hours and pay, number of different jobs held, length of time unemployed, desire for work, efforts made to secure work, and occupation desired. The inquiries regarding recreation and use of leisure time are directed toward learning what recreational activities these young people engage in most frequently, how they use their spare time in general, their reading interests, and the types of recreation which they desire.

The specific questions asked on the various topics differ greatly among the surveys. The modifications and qualifying statements which are brought into questions on the same subject in different surveys result in widely different information being secured.

From what has been stated in earlier paragraphs it may well be surmised that the drawing of general conclusions from the data presented in the various surveys is an uncertain undertaking. It is difficult to add the findings of one survey to those of any other and come out with a sum which can be regarded as representative of both. In the data gathered, in the procedures used for securing the data and in the tabulations of results, practices are so varied that, while general judgments may issue

from examination of the findings, pooling of data statistically is hazardous unless the reader can be informed concerning the features of incomparability which exist.<sup>2</sup>

Interest in youth out of school is an unmistakable characteristic of the surveys. Communities are not asking so many questions about those who are still in school; their well-being is to a considerable extent taken for granted. The concern is for those who are not in school. Frequently, too frequently per-

haps, the inquiries are made only of those who have been graduated from high school. More often, however, the surveys went out to gather data either on all youth, regardless of high-school graduation, or specifically on that part of the youth population which is out of school.

This interest in out-of-school youth is one which should not be passed over lightly by the educator. The people of the United States have shown a disposition to place upon the secondary school responsibility for educating ever increasing percentages of the youth of the land. While all realize that the educational service offered to those in attendance is not all that can be desired or hoped for,

the implication in these surveys is clear that some agency must take responsibility also for those who are not in school. The schoolman needs to broaden his horizon to include this large group. In comprises not only those who have been graduated but also that far more numerous army—those who have dropped out or are about to withdraw. By and large these latter are the ones who have not been appealed to by the type of services offered. They constitute a problem to society and they present a problem in educational planning since their needs are not met by the schools as now organized.

<sup>2</sup> In a forthcoming publication of the U. S. Office of Education entitled "Youth-Community Surveys" will be found discussion of results from independently conducted surveys as well as from surveys conducted cooperatively by 13 communities in various sections of the Nation.

Summary of Characteristics of Youth Surveys

Author or agency	Title	Time information was secured	Those enumerated	Scope
Connecticut State Employment Service. Author: Eileen Kennedy.	Youth in Search of Jobs .....	November 1933-October 1934.	Under 25 years of age.	Report on 43,106 registrants in State and national reemployment offices in Connecticut.
Connecticut State Department of Education. Author: Paul D. Collier.	Graduates of 28 High Schools, 1931-34.	October 1934-December 1935.	High-school graduates.	10,922 high-school graduates interviewed.
University of Denver and Denver public schools.	Graduates of Denver High Schools of 1929 and 1933.	Reported in May 1934.	do.	1,171 reports for 1929; 1,957 reports for 1933.
Indiana Governors Commission on Unemployment Relief and Indianapolis public schools.	Indianapolis Youth Survey .....	1935.	Ages 16-24.	Interview method used in gathering data regarding 5,457 young people of Indianapolis. This represents a 15 percent cross-section of youth of these ages in Indianapolis.
Indiana Governors Commission on Unemployment Relief and Jasper County (Ind.) public schools.	Jasper County Youth Survey .....	1935.	do.	Interviews with 1,058 young people reported. A representative sample of the youth population.
Iowa State Planning Board. Author: J. A. Starrak.	A Survey of Out-of-School Rural Youth in Iowa.	Probably 1934.	Ages 15-25.	1,597 rural out-of-school youth in 13 communities interviewed.
Breathitt County (Ky.) Planning Council.	What High-School Boys and Girls in Breathitt County "Want to Be" and "Want to Know."	Spring, 1934.	High-school pupils.	318 boys and girls enrolled in high-schools and mission schools of Breathitt County reported.
Baltimore Public Schools.	Report on Follow-Up of Graduates, Senior High Schools.	February 1934.	High-school graduates.	1,419 graduates of February and June 1933, reported.
Do.	Report on Follow-Up of Graduates, Junior High Schools.	April and October 1934.	Junior high school graduates.	4,166 graduates of February and June 1934, reported.
Do.	Follow-Up of Withdrawals, Junior and Senior High schools.	September 1933 to March 1934.	Withdrawals from high schools.	1,495 junior and senior high school pupils interviewed by counselors.
Massachusetts Department of Labor and Industries.	Report on the Census of Unemployment in Massachusetts.	Jan. 2, 1934.	All ages.	Census on employment and unemployment of entire population in the State.
Norwood (Mass.) public schools.	Status of June 1934 High-School Graduates.	1935.	High-school graduates.	Follow-up study of 233 young people 10 months after they were graduated from high school.
Author: Rachel Stutsman.	What of Youth Today? .....	1933 or 1934.	Ages 16-24.	Interviews of approximately 2 hours with each of 500 young people in Detroit, Mich.
Minneapolis public schools.	A Follow-Up Study of the Graduating Class of June 1934.	May 1935.	High-school graduates.	Study of 2,511 graduates of whom 2,447 reported.
Minnesota State Department of Education. Authors: T. J. Berning and Margaret Wulff.	The Status of the June 1934 High-School Graduates One Year After Their Graduation, June 1935.	June 1935.	do.	Study of 18,847 graduates of whom 17,532 reported.
Committee of which G. W. Diemer was chairman.	Study of Unemployment Among High-School Graduates, College Students, and College Graduates (Missouri).	1935.	High-school graduates, college students, college graduates.	Study covers 4 school years, 1930-34, and includes 61,277 high-school graduates, 6,357 college students (withdrawals), and 6,280 college graduates.

[Continued on next page]

### Summary of Characteristics of Youth Surveys—Continued

Author or agency	Title	Time information was secured	Those enumerated	Scope
Author: J. H. Hull.....	A Study of the Graduates of the Springfield, Mo., Senior High School for the Years 1929, 1931, and 1933.	1934-35.....	High-school graduates.	Reports from 560 high-school graduates.
Nebraska Vocational Agriculture Association.	The Educational Needs of the Out-of-School Group of Farm Boys in Nebraska.	1935.....	Ages 14-25.....	Study of 6,232 out-of-school farm boys in 66 communities.
New Jersey State Department of Public Instruction, Vocational Division.	Report on A Survey of Graduates of the Elizabeth Vocational School for Boys.	1934.....	Graduates.....	Interviews conducted with 485 graduates of the classes from 1921 to 1933.
Welfare Council of New York City. Author: Ellen Nathalie Matthews.	The Unemployed Youth of New York City (Preliminary).	1935.....	Ages 16-24.....	A 1-percent straight sample of the youth population.
Mount Vernon (N. Y.) public schools.	Survey of Youth.....	1935.....	Ages 17-23.....	Study of 676 young men.
Department of rural social organization at Cornell University. Authors: W. A. Anderson, Mildred B. Thurow, Willis Kerns.	Interests, Activities, and Problems of Rural Young Folk.	1933 and 1934.....	Ages 15-29.....	Report of interviews with 360 young women and 307 young men living on farms and in villages with a population of 2,500 or less, in Genesee County, N. Y.
Department of rural social organization of Cornell University. Author: W. A. Anderson.	Rural Youth—Their Activities, Interests, and Problems.	April to June 1935.....	Ages 15-29.....	Interviews with 1,105 rural young people in Tompkins County, N. Y.
Fenn College.....	Progress Report on the Survey of High-School Graduates (Preliminary).	1934 and 1935.....	High-school graduates.	Preliminary report on 1,189 graduates in the classes of 1929, 1932, and 1934 from 5 Cleveland high schools.
City plan board, Dayton, Ohio.....	Occupational Characteristics Study.	1934.....	All ages.....	Census of all persons in Dayton and Montgomery County, Ohio. Some of the findings are for representative samples of the population.
Board of education, Dayton, Ohio.	Youth Census (Preliminary).....	1935.....	Ages 16-24.....	Interviews with more than 6,000 young people reported.
Pennsylvania State Employment Service, Williamsport, Pa.	A Study of Unemployment Among High-School and College Graduates in Lycoming County, Pa.	1934 to Mar. 1, 1935.....	Graduates of high schools, colleges, and technical schools.	Includes 2,290 graduates during the period 1929 to 1934.
Emergency relief project, Williamsport, Pa. Directed by J. T. Shuman.	A Study of the Class of 1924 of the Williamsport High School.	1934 or 1935.....	Study of class of 1924.	Results of interviews with 140 graduates and 69 nongraduates of the class of 1924 in Williamsport (Pa.) High School.
Houston public schools.....	A Report of a Survey of Youth Not in School.	1934.....	Ages 12-21.....	Interviews with 3,412 young people who had left the schools during the preceding 4 years.
West Virginia State Department of Education, Vocational Division.	Survey of Out-of-School Farm Boys.	Not indicated.....	Ages 14-25.....	Data presented for 783 farm boys residing in 19 communities.
Rural sociology department, University of Wisconsin. Author: A. F. Wieden.	Douglas County (Wis.) Rural Youth Survey.	1934 and 1935.....	Ages 15-28.....	Questionnaire study of 887 young people living on farms or in villages of Douglas County, Wis. *
Agricultural extension service of the University of Wisconsin. Authors: E. L. Kirkpatrick and Agnes M. Boynton.	Interests and Needs of Rural Youth in Wood County, Wis.	1934-35.....	Ages 15-29.....	Data secured from questionnaires returned by 2,176 rural young people of Wood County, Wis.
Milwaukee Vocational School.....	Survey of Employment and School Status of Milwaukee High-School Graduates, Class of June 1933.	Feb. 5-6, 1934.....	High-school graduates.	Interviews with 1,757 graduates in the class of June 1933, from 9 Milwaukee high schools.

### Serving the Cause of Education

[Concluded from page 268]

teachers teach or supervisors supervise, the kind of school supplies purchased and the type of school buildings built, should all be determined, we think, by the purposes of the school and the conception of its place in the social order. Our staff function in assisting schools with these matters will be similarly related.

We do not believe for a moment that we have said the last word in this state-

ment of function, but we do believe that it is a workable and, for the present, adequate basis for smooth cooperation of our faculty. It also assists materially in organizing our courses and other activities so that all functions will receive ample and sympathetic attention.

We also believe that a vigorous and balanced development of this program, amended from time to time as experi-

ence and new developments may require, should assure effective discharge of our service to the cause of education.

### Meetings

AMERICAN COLLEGE PUBLICITY ASSOCIATION. Boston, Mass., June 25-27.  
AMERICAN FEDERATION OF TEACHERS. Philadelphia, Pa., August 16-21.  
NATIONAL EDUCATION ASSOCIATION. Portland, Oreg., June 27-July 2.  
SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION. Madison, Wis., June 23-26.



# SCHOOL LIFE

VOL. 21



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JUNE 1936

## STAFF MEMBER HONORED

Organization of the Lalor Foundation to promote scientific research and pursuit of the arts, has recently been announced as a new corporation. Income from a bequest of \$400,000 will be used for professorships and fellowships, giving recognition to mature scholars of demonstrated ability. Recipients of awards for the coming academic year are to be announced at an early date, it is reported.

Establishment of this foundation is a tribute to Mrs. Anna Lalor Burdick, of the United States Office of Education, and the late John C. Lalor, a brother. It was their brother, the late William A. Lalor, Washington, D. C., who made the \$400,000 bequest.

A board of trustees and an advisory board have been appointed and these boards are composed of noted men and women in these fields.

## PROMISE YOURSELF

President J. E. Ament of National Park Seminary wrote the following message for his teachers:

"To be so strong that nothing can disturb your peace of mind. To talk health,

happiness and prosperity to every one you meet. To make your friends feel that there is something in them. To look on the sunny side of everything and make your optimism come true.

"To think of the best, to work only for the best, and to expect only the best. To be just as enthusiastic about the success of others as you are about your own. To forget the mistakes of the past and press on to greater achievements of the future. To give so much time to the improvement of yourself that you have no time to criticize others.

"To be too large for worry, too noble for anger, too strong for fear, and too happy to permit the presence of trouble. To think well of yourself and proclaim this fact to the world—not in loud words, but in great deeds. To live in the faith that the world is on your side so long as you are true to the best that is in you."

—From the Superintendent's Bulletins,  
Fort Smith, Ark., Public Schools.

## CONFERENCE REPORT

"In view of the growing interest in comparative education," states Dr. I. L. Kandel, Columbia University, in a report of the proceedings of the second meeting of the Advisory Committee on Comparative Education,<sup>1</sup> recently held in Washington, "it was recommended that the Division of Comparative Education of the United States Office of Education be expanded in order that it may be in a better position to meet the increasing demands placed upon it."

The Conference also expressed itself as favoring creation of positions of educational and cultural attachés in foreign countries. It endorsed a plan outlined by Dr. J. W. Studebaker, United States Commissioner of Education, for the development of a radio program to bring to the American public a better knowledge and understanding of the cultures of the Latin-American countries.

A resolution was passed expressing appreciation to the International Institute of Teachers College, Columbia University, for initiating the series of *Educational Yearbooks*.

<sup>1</sup> Circular No. 159, May 1936, Office of Education.

## Half Billion Drop

EXPENDITURES for publicly supported elementary, secondary, and higher education decreased from \$2,456,985,140 in 1931-32 to \$1,940,133,253 in 1933-34, a decrease of \$516,851,887 or 21 percent. What will the figures for 1935-36 tell? More encouraging news, we believe.

## ALL SIDES IMPORTANT

Among resolutions adopted by the National Congress of Parents and Teachers at its recent convention is the following one of particular interest to communities developing public forums:

"Adults and children, according to their ability to understand, should have opportunity to know all sides of important public questions, and school buildings should be available for such purposes. We believe that teachers should be allowed freedom to present all sides with impartiality."

## HOPKINS ON LOG

Mark Hopkins was inducted 100 years ago as the fourth president of Williams College (Mass.), a truly national figure and an outstanding college president of his time. His fame was further extended when President James A. Garfield in his well-known *bon mot* defined a college as "a student on one end of a log and Mark Hopkins on the other." Williams College will celebrate his centennial next October. A program of activities on the campus, featured by a historical pageant is being planned.

## BYPRODUCTS

Things we definitely *set about* to do are no doubt often important. Yet we pause to wonder if some of the things we never set about specifically to do may not be equally far-reaching in our daily walk with life. Every day brings its many byproducts. They are important.

## SCHOOL YEARS COME AND GO

A delightful summer to you readers of *School Life*! With this issue *School Life* completes its "school year," too. But the September number will greet you by the time schools open again.

# The Social Security Act

**I**N JANUARY 1937, approximately 25,000,000 workers will be affected by the Federal program of old-age annuities provided for in the Social Security Act. Approximately 7,500,000 workers by the first week in June, this year, were protected by the 13 State unemployment-compensation laws already passed. This is a little over 40 percent of the total that will be covered when every State in the Union cooperates in the Federal-State program of unemployment compensation provided for in the Social Security Act. A total of 778,351 persons, 572,424 aged individuals, 184,803 dependent children, and 21,124 blind persons, were receiving aid under the public-assistance program of the Social Security Act. These numbers are increasing continually as new States avail themselves of the Federal social-security program.

These are the realistic facts following the signing of the Social Security Act by the President on August 14, 1935. On that day, the United States "came of age" in the social-economic sense and took its place among the adult nations of the world which have for many years recognized their responsibilities to various categories of individuals.

## Main divisions

For simplification, the provisions of the Social Security Act can be broken up into three main divisions. As indicated above, one deals with old-age benefits, one with unemployment compensation, and one with public assistance for the care of the needy aged, the needy blind, and dependent children. All of these come under the jurisdiction of the Social Security Board. In addition, there are certain revenue, health, and welfare measures in the act which are administered by other Federal agencies.

The old-age benefit plan of the Social Security Act is the only feature of the statute which is entirely Federal in character. With the exception of a few occupations, among them agricultural labor, maritime service, domestic service, every wage earner who has not now reached the age of 65 may later become eligible for benefits. Upon retirement

## Provisions of the Federal Social Security Act Are Described by Rose Feld, of the Social Security Board's Informational Service

at the age of 65, providing the retirement comes not earlier than 1942 when old-age benefits go into effect, a worker will receive a monthly benefit for the remainder of his life ranging from \$10 to \$85 per month. The size of the benefit will depend upon the amount of wages which he has earned subsequent to 1936. Therefore, of two workers receiving the same wages during a year, the man who reaches the age of 65 in 30 years will be entitled to larger benefits than the one who reaches the retirement age in 10 years, because the first man will have earned a much larger total sum after 1936.

Among other features in the Federal annuity plan is a provision for small lump-sum payments, likewise measured by wages earned, which will be paid to a man's estate upon his death. These lump-sum payments begin in 1937.

Although it will eventually cost a great deal of money to pay these old-age benefits, it is not contemplated that any new deficit will be created in the Treasury, for the Social Security Act levies three separate taxes to bring revenue to the Federal Government. One of these, a tax on employers of eight or more, is already accruing and is described in the following. The other two do not begin to accrue until January 1937. Beginning at that time, a worker on a job will pay a Federal income tax of 1 percent of his wages up to \$3,000 a year. The same tax rate will apply up to 1940, when it will advance by one-half of 1 percent every 3 years until it reaches 3 percent in 1949. It remains 3 percent thereafter.

Also beginning next year, employers of these workers will pay excise taxes on their pay rolls, at the same rate as that paid by employees and with the same income limitations; that is, the tax starts at 1 percent in 1937 and advances to 3 percent in 1949. It is paid on the wages of every worker on the pay roll, but no tax is levied on that portion of a

worker's earnings which exceeds \$3,000 a year. In other words, if a man makes \$5,000 a year from one employer, he and his employer pay a tax on only \$3,000.

Unlike the old-age benefit plan which is Federal in administration, the unemployment compensation program of the Social Security Act, which has been called a Federal-State cooperative program, depends for complete functioning upon State participation.

## An excise tax

The Federal Government imposes an excise tax on every employer who for some portion of 20 weeks in the year has had 8 or more workers on his pay roll. Exceptions in occupations generally similar to those mentioned under the old-age benefit provisions are included under this tax. For the year 1936, the Federal tax is 1 percent of the pay roll; for 1937, 2 percent; and for 1938 and thereafter, 3 percent.

This Federal tax is levied on employers in every State. It will be collected in full, however, only from employers in those States which have passed no unemployment compensation laws meeting certain requirements for approval as designated in the Social Security Act.

According to the provisions of the Social Security Act, States which pass approved legislation benefit in two ways: Employers in these States may get credit up to 90 percent of the Federal tax for contributions they pay into their State unemployment compensation fund. In addition, the State, upon meeting a few administrative requirements which are checked by the Social Security Board, receives a Federal grant to meet all proper administration costs.

This means that a State with a law to protect its qualified workers during periods of unemployment need pay no more for this legislation than a State which has no such law. In the approved

[Concluded on page 296]

# Educators' Bulletin Board



## New Books and Pamphlets

### Music

**Operettas for the Elementary Grades**, based on State-supplied phonograph records, prepared by Blanche E. Toy . . . Issued by State Department of Education of Louisiana. [Baton Rouge, La., 1936.] 28 p. (Bulletin no. 317.)

Contains three operettas which utilize the songs, folk dances, and singing games of the State-supplied record set.

**Music in the Junior High School (Grades 7-9)** by Karl Wilson Gehrkins. Boston, C. C. Birchard & Co., c1936. 228 p. (The New Laurel Library.)

Intended for teachers and supervisors of music in the junior high school and teachers in training.

**Baltimore, "Cradle of Municipal Music"** (Revised Edition) by Kenneth S. Clark. Republished by the city of Baltimore, 1936. 39 p. illus.

The story of the development of municipal music in Baltimore.

### International Relations

**For Better Understanding of Other Peoples and Good Will Toward Them. Projects: Literature and composition classes, Assembly and community programs.** The International Relations Committee of the National Council of Teachers of English, 211 West Sixty-eighth St., Chicago, Ill. 43 p. Mimeog. (Bulletin 2.) 10 cents each. \$1.00 per dozen.

Includes classroom units, assembly programs, extra-curricular activities, community cooperation projects, suggestions: books, essays, songs, plays, periodicals, book lists for children.

**America Must Act**, by Francis Bowes Sayre. World Peace Foundation, 8 West Fortieth St., New York, c1936. 80 p. (World Affairs Pamphlet, no. 13.) 35 cents.

Contents: Why foreign trade?—The cost of self-containment.—The American program.—The program in action.—The menace of economic nationalism.—America must act.—Appendix, Trade Agreements Act of June 12, 1934.

### Curriculum Units

**Society in Action**, a guide for the social studies, by Helen Halter. New York, Inor Publishing Co., 1936. 336 p. illus.

Presents units developed in the laboratory school of a teachers college, for use in high schools.

**Wild Flower Roads to Learning**, by Carl D. Duncan. Sacramento, California State Department of Education, 1936. 44 p. illus. (Science Guide for Elementary Schools, vol. 2, no. 8.) 15 cents. (From Division of Textbooks and Publications, California State Dept. of Education)

Treats especially the wild flowers of California, but also contains suggestions for flower study suitable to any locality.

### Workbooks

**Ditto, Inc.**, Harrison at Oakley Blvd., Chicago, is publishing a series of workbooks, maps, graph charts, etc., printed in Ditto reproducing ink. They are "master" copies, which will reproduce one hundred or more copies on a Ditto machine, or any other gelatine or hectograph duplicator.

### Yearbooks

**The Fourth Yearbook of School Law, 1936**, with a supplement *How to Find the School Law*. Edited and published by M. M. Chambers, 744 Jackson Place, Washington, D. C. 154 p. \$1.00.

Analyzes and reviews the court decisions, State and Federal, involving school law for 1935, with a guide to sources and tools for finding the school law.

**Democratic Participation in Administration. Eighth Yearbook of the Department of Elementary School Principals**, Michigan Education Association, 1935. [Lansing, Mich., Michigan Education Association, 1936] 132 p. \$1.00.

Consists of three parts: The philosophy underlying teacher participation; current practices in teacher participation in city schools, such as Detroit, Royal Oak, Flint, Grand Rapids, etc.; appraisal.

### The Constitution

**The Constitution of the United States**, edited with notes and charts, by William R. Barnes, with an introduction reprinted

from *An Outline of American Government* by Wallace S. Sayre. New York, Barnes & Noble, Inc., c1936. 44 p. 25 cents.

The text of the Constitution with supplemental information and useful charts showing organization of the National Government.

SUSAN O. FUTTERER

## Recent Theses

A LIST of the most recently received theses in education, which may be borrowed from the Office of Education on interlibrary loan.

BEACH, GLADYS. Study of the vocational interests and abilities of the senior women of Syracuse University in the class of 1933-34. Master's 1935. Syracuse University. 95 p. ms.

BUCKLEY, RALPH B. Distance from home to school as a factor influencing certain phases of the supervised practice program of boys taking vocational agriculture in the high schools of West Virginia in 1932-33. Master's, 1935. West Virginia University. 50 p. ms.

BURSTEIN, MARTIN A. Outdoor museums and nature trails. Bachelor's, 1935. New York State College of Forestry. 94 p. ms.

BURT, FRANK A. Certain results of the job counseling service of the Boston Y. M. C. A. Master's, 1935. Boston University. 127 p. ms.

CARTER, RANDOLPH L. School centralization and pupil transportation with special reference to the State of Florida. Doctor's, 1935. George Peabody College for Teachers. 12 p.

CRAIN, NAOMI V. A study of junior high school pupils of superior mental ability who are doing inferior school work. Master's, 1935. George Washington University. 33 p. ms.

DAHL, ELFRED H. Relationships of ninth year science and success in subsequent science. Master's, 1935. Syracuse University. 89 p. ms.

DUCKSTAD, JOHN H. The organization and business management of high school athletics in Minnesota. Master's, 1935. University of North Dakota. 117 p. ms.

EHRENFIELD, FRANK E. The occupational careers of graduates of the Philipsburg, Pennsylvania, senior high school with suggestions for curricular modifications. Master's, 1935. Pennsylvania State College. 87 p. ms.

FREERY, LEROY E. Optimal length of class periods. Master's, 1935. Pennsylvania State College. 44 p. ms.

HEIGES, A. C. A comparative study of the effectiveness of the contract plan versus the daily-recitation-assignment method in the teaching of literature. Master's, 1935. Pennsylvania State College. 69 p. ms.

LOCKWOOD, EDWARD J. An analysis of costs saved in the District of Columbia public schools due to the operation of its summer schools. Master's, 1935. George Washington University. 30 p. ms.

MEREDITH, BERNICE H. An interpretation of the educational theories of John Locke in contrast to the theory of formal discipline. Master's, 1934. Syracuse University. 104 p. ms.

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# The Modern Homemaking Department

**T**HE FIRST organized effort to maintain the traditional American home through education was made in the 80's, when "domestic science" and "domestic arts" were introduced into the public-school curriculum. A succession of changes in both content and methods in this phase of education have followed in keeping with the marked differences that have characterized the homes since that time. The shifting of family life patterns that social and economic changes have brought about has naturally meant a continual altering of educational programs for homemaking. Recognition of the inadequacy of concentration on the skills of cooking and sewing as preparation for successful family life, has led to a broadening and an enrichment of the homemaking educational program.

## Guides that may help

A few general guides that may help in planning for more adequate provisions for the teaching of home economics are here suggested:

1. *The home economics department should provide for instruction in those responsibilities that are common to the girls and homemakers in the community.*—In the average American home such responsibilities include: Provision of satisfactory housing for the family; provision of adequate food for members of the family; selection, care, and construction of clothing; home laundering; care and guidance of children; maintenance of health and home care of the sick; management of resources of the home; and maintenance of satisfactory family relationships.

If satisfactory provision is made for study of these broad responsibilities of the homemaker, it will follow that the teaching environment will take on aspects of a real home. That teachers and administrators are recognizing the importance of reproducing the home condition is evidenced in many of the recently planned departments. The living room in the homemaking cottage at Crystal City, Mo., has been furnished to provide for a variety of activities typical of those carried on in any normal home. In this

## Florence Fallgatter, Chief, Home Economics Education Service, Emphasizes Essentials for Successful Instruction in Home and Family Life



Pre-school children are observed in normal play activities by students in homemaking cottage, Crystal City, Missouri.

homemaking cottage, pupils assume responsibilities in connection with their study of children, home care of the sick, and art applied to the home.

2. *Rooms, furnishings, and arrangements should be planned in relation to the pupil activities and experiences that are essential for the achievement of the objectives of the various units of instruction.*—For example, worth-while objectives in the unit on meal service, a part of the responsibility of providing food for the family, suggest that pupil experiences should include (1) serving of meals to different groups, (2) using different types of equipment and arrangements of equipment, (3) opportunity to evaluate results, and (4) opportunity to carry full responsibility for the meal. If such experiences serve as a basis for planning the space and equipment for this one phase of homemaking instruction, it is obvious that the following facilities will be indicated as required.

(a) Pleasant surroundings for the serving centers.

(b) Space for serving centers that is convenient to the preparation centers.

(c) Storage space near each serving center for all serving equipment.

(d) Serving equipment varying in type and cost, and sufficient in quantity to allow each member of a class to carry normal responsibilities for meal serving.

With such carefully planned facilities pupils will be offered opportunities for making independent judgments in a variety of situations comparable to those of a home. In serving meals of different types, many decisions have to be made. They relate to choice of table appointments for each meal; selection of equipment; ways of simplifying the service; planning the menu for given groups and at specified costs; selection of the food at market; preparation of the food, and finally maintaining a happy atmosphere during the meal. Sufficient experiences of this kind at school insure a more successful handling of managerial problems with which the girl is confronted at home.

3. *Furnishings and equipment should be selected insofar as possible to serve more than one purpose.*—It is, therefore, desirable to analyze what will be needed for

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# The Vocational Summary



**A** NEW PLAN to assist young men between the ages of 21 and 30 in purchasing or renting farms, is now being worked out by the Federal Office of Education in cooperation with State divisions of vocational education and Federal land banks. The purpose of this plan is to put persons who have had training in all-day and part-time vocational agriculture classes in local high schools and preferably in adult vocational agriculture classes, in touch with desirable, available farms that meet their individual needs. Under the plan a young man who proves upon investigation of the vocational agriculture teacher and the local supervisor of vocational agriculture to be a desirable prospect as a farm purchaser or renter, will be put in touch with a local representative of the Federal land bank. This representative will furnish the prospect with information concerning farms in the area which seem to meet his needs. The prospect will make a preliminary investigation of these farms. He will be provided with information covering the purchase price, terms of sale, payments on loans, or rental terms. Should he be interested in purchasing or renting any of the farms offered for his consideration he can negotiate further with the Federal land bank through its local representative. Before a contract for rental or purchase of a farm is consummated the prospect must submit for the bank's consideration a schedule containing information about his training and experience as well as his farming ability. If a contract for the sale or rental of a farm is concluded the local teacher of vocational agriculture will urge the young man to continue his instruction in vocational agriculture in adult evening classes, and will assist him in developing his farming ability and in building up the farm for which he has contracted. When desirable, officials of the Federal land bank will be asked to assist the vocational agriculture teacher in counseling and helping the young farmer in connection with his marketing, management, and financing problems. This plan for placing on farms young men with vocational training in agriculture is already in operation in several sections of the country and will be extended to all sections as rapidly as possible.

## Possibilities

The possibility of rendering assistance to persons enrolled in correspondence courses, through evening classes in vocational schools, was demonstrated in Dubuque, Iowa, last winter. W. B. Galloway, director of industrial education, Dubuque, Iowa, dropped into a local garage to visit a former evening vocational student employed there. He discovered that this boy, who was taking a course with a correspondence school, was interested in getting further instruction in mechanics and particularly in Diesel engine principles and operation. Mr. Galloway suggested that he gather up a number of other garage mechanics interested in similar instruction, bring them and his correspondence-course material with him, and come to a local school for a preliminary conference. Out of this conference grew an evening-school class in Diesel engine work, taught by the plant superintendent of a local industrial establishment who has a background of practical experience and experience in teaching machine-shop classes. Twenty-six out of the 34 persons who enrolled in this class finished the work. Conducted 2 evenings a week for 20 weeks, 5 units of work—arithmetic, internal-combustion engines, stationary Diesel engines, high-speed Diesel engines, and Diesel engine troubles and remedies—were presented in the course. Textbooks published by the correspondence school were used. The course included classroom instruction, as well as instructional visits to industrial plants equipped with machinery in any way related to the course. Plans have already



Cooperative trade school students, Beverly, Mass., receiving training in tool design.

been made to continue this course in the fall and to organize classes in other vocational subjects, text material for which may be drawn from correspondence-school publications. An attempt will be made to provide for two groups—beginners and advanced pupils. There is no reason, Mr. Galloway believes, why a group of persons pursuing a regular correspondence course should not take advantage of the facilities offered in local evening vocational classes to study their assignments during the regular class periods under a competent teacher, the service of correcting and grading the completed work being retained by the correspondence school. "This dual arrangement", he writes, "has wonderful possibilities."

## Prospective tea room operators

A homemaking course which trains for wage earning is presented in an Essex County, Mass., homemaking school where service is being carried out once a week in a faculty dining room. Five girls from an advanced class in home economics are responsible for the service. These girls make out the menus and menu cards, prepare the food, and act as hostesses and waitresses. They carry out their work as nearly as possible as they would in a commercial tea room and are supervised by the home economics teacher. The purpose of this course is to give the girls experience in practical tea-room operation. In this same school another group of senior girls majoring in home economics conduct a food shop. A bulletin announcing the foods on sale at the shop and the prices of these foods is posted regularly in the main corridor of the homemaking building. Orders are taken on Tuesday of each week, and the food is prepared by the girls and delivered the next day. These girls begin with a limited variety of foods, and as they gain experience add other foods to their sales list.

It is the hope of the school authorities that some of the girls trained in tea-room and food-shop work will find opportunity to enter this kind of work in their communities when they have completed the course.



## A frill? Far from it!

A recent issue of *SCHOOL LIFE* commented on the cooperative study now being made by Oregon home-economics teachers under the direction of the State Board for Vocational Education. This study, which is being made by means of a questionnaire sent to 3,000 home-economics students in Oregon high schools, is for the purpose of securing information which will be valuable in revising home-economics courses. Impressed with the thoroughness and the objective of this study and with the practicality and accomplishments of the vocational home-economics program in the State, the *Portland, Oreg., Journal* recently editorialized as follows:

Underlying everything else is the question as to the place that study for home-making should have in the schools. Is it only a "special subject?"

Homes vary. Some have high standards, and some low. But that which lifts standards to the point of comfort, happiness, and affection is not a frill. Nor is it a mere extra when health is a result of sanitation, good digestion, a companion of good cooking, and mealtime a daily social occasion among those who mean most to one another.

It is part of learning how to make a "fine art of living." It is part of the process by which teachers better understand girls and modern girls have a broadened opportunity to attain true culture. To be sure, it brings home interests to the school, but it takes school interests back to the home. And it promises America a greater number of the makers of homes that in turn make the Nation.

## Field-day plan practical

The value of a special field day in connection with an evening class for adult farmers was demonstrated in an Oregon farming community last year. Conducted for the fifth year and comprising approximately the same group, the course in this class covered soil fertility and crop production. Prior to the appointed field day student teachers, who were largely responsible for conducting this class, visited nearly all the farms in the community, and selected three typical farms for the field day study. Maps were made showing the crop and fertility practices followed on all fields of these three farms. Organization studies for each farm were also drawn up. Special fertility and cropping problems exemplified on these and other farms were studied during the field day, which began at 9 a. m. and closed at 5:30 p. m. Each student teacher was placed in charge of a definite phase of the field-day study. The field-day study provided an excellent follow-up of the previous year's work in soils, as well as an excellent approach to the work

of the subsequent year, by bringing to light problems and situations for subsequent study.



Future graduates of a trade course getting training in use of Vernier height-gage and Vernier calipers.

## Hawaii, Puerto Rico join

Hawaii and Puerto Rico have recently accepted the provisions of the Federal Vocational Rehabilitation Act and are planning to inaugurate a program for the rehabilitation of disabled persons. Antonio Texidor, director of the Insular Board of Vocational Education, spent several days in the Office of Education recently conferring with members of the staff of the vocational rehabilitation service in regard to plans for establishing the program for the handicapped in Puerto Rico. Mr. Frank J. Clayton, rehabilitation agent of the Office of Education, for the western region, will return from Hawaii the latter part of June, where he spent 2 weeks with Harvey L. Freeland, director of vocational education for the Territory, assisting him in formulating plans for a vocational rehabilitation program there. Later in the year Mr. H. B. Cummings, agent for vocational rehabilitation for the southern region, will probably visit Puerto Rico, to render assistance in connection with the insular rehabilitation program.

## A week-about plan

A cooperative part-time program for students preparing for work in retail selling and office employments was organized last September at the West High School, Waterloo, Iowa. A student spends 1 week in classroom work and the next in actual employment. Fifty students and fifteen Waterloo firms are participating in the program. Students are paid a minimum of \$6 a week when employed. The school provides a coordinator, who spends half the time in helping the student workers to adjust themselves to their employment. Students are carefully chosen on the basis of vocational interest, cumulative school

record, general intelligence, aptitude tests, personality, and age. Only those students who are average or above in their school work are selected. As this cooperative scheme is carried out during the senior year, students will hereafter so arrange their sophomore and junior subjects that they may be able to complete certain requirements at the end of the junior year. Thus students who wish to enter the retail cooperative course must take an introductory course in salesmanship in the junior year.

## Significant

How vocational education functions in the lives of its graduates is indicated in analyses of the status of graduates of trade and industrial courses made by the States of Massachusetts and Ohio. The analysis for both States covers the fiscal year 1934-35. The Massachusetts record covers graduates of day and cooperative industrial schools in 21 different trades. It shows that of a total of 1,247 graduated from these courses, 989 were employed—788 in the trades in which they received training and 201 in other occupations. In the category of the "unemployed, unknown, or ill", were 227 graduates. That vocational courses attract those who for various reasons do not desire or cannot get advanced education, is borne out by the fact that only 31 of the 1,247 graduates continued in school or matriculated for college work. The Ohio record covers 1,513 graduates from courses in 33 different trades, 812 of whom entered the trades for which they were trained and 701 entered other occupations. The significant fact brought out by both the Massachusetts and the Ohio records for 1934-35 is that more than half the graduates who were employed—63.2 percent and 54 percent respectively—found employment in the trades in which they had been trained. A similar record covering the 9-year period, 1926-35, compiled by Massachusetts, shows that 54.5 percent of the graduates who were employed found employment in the trades in which they had been trained. It will be seen, therefore, that the percentage of graduates for both the 1-year period and the 9-year period, who entered employment in the trades for which they were trained, compares favorably.

## Placement easier

Placement continues to be a major activity in the program of vocational education in Michigan. Reports from the State show that placement has been easier this year than last.

CHARLES M. ARTHUR



## The Modern Homemaking Department

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each of the various units of instruction. For example, one of the tables to be used for group meals may be selected to serve also for a social center in the living room area of the department. The same table might at other times provide for study space, for a discussion center, or for sewing needs. This repeated use of one piece of furniture suggests the value of planning for as little stationary equipment as possible.

4. *The standards in the homemaking department should be consistent with those that prevail in the present average homes of the community.*—Too often the mistake is made of making the home economics department the show center of the town. In such cases the effective means of teaching through example is lost.

With the growing preference for types of furnishings and equipment that contribute to a homelike center and that are comparable to those commonly in use in the homes of the pupils, the possibility for introducing home economics into the smaller school is greatly increased. The initial expense of equipping a homemaking department need not be great, especially if the single room slightly larger in size than the old-time laboratory, is planned as a "combination" room in which all phases of the program can be taught. In such a room, with careful planning, effective arrangements of working and living centers can be combined to give an attractive and homelike appearance. Some superintendents have pointed to such rooms with pride as "the bright spot of the school." To the extent pupils can assist in deciding upon additions or replacements of small equipment and furnishings in the homelike room, consumer judgment can be developed as well as an understanding that price alone is not a true index to efficiency, attractiveness, or quality.

In a number of school centers in which there is no space for a homemaking department in the school building, or additional space is needed in the building for other work, the purchase or building of separate cottages has solved the problem. The ready-built house usually requires considerable remodeling and repair as well as moving to a location sufficiently near the school building for convenient use. Many school administrators and home economics teachers who have had experience with the separate cottage strongly endorse it. They offer such reasons as the following for

their conviction of its superiority over the department in the school building:<sup>1</sup>

It provides the greatest opportunity for creating a home atmosphere.

Instruction tends to be more effective, because less adaptation is necessary in applying it to home activities.

It provides many possibilities for dealing with home problems as a whole.

It approximates a home situation for studying different procedures in the care of rooms and use of equipment with a view to securing optimum efficiency.

<sup>1</sup>No. 181. Space and Equipment for Instruction in Homemaking. U. S. Office of Education, Department of the Interior, Washington, D. C. 1936.

### New Publication

IT IS obvious that the space and equipment provided for the first work in cooking and sewing have long since ceased to meet the needs for homemaking education. For example, the formal two-laboratory department with the hollow square arrangement of work tables in one and large stationary sewing desks in the other has given way to an informal homemaking center of one or more rooms in which the furnishing and arrangements create an atmosphere conducive to the promotion of the spirit of homemaking in young people.

The numerous requests being received in the Home Economics Service of the Office of Education for assistance in planning homemaking departments may be accounted for in several ways. In some instances departments in new school buildings have been made possible to local communities through W. P. A. funds. In other cases, greatly increased enrollments are necessitating expansion of school buildings and frequently the additional space includes the homemaking department. The introduction or reinstatement of homemaking education in many school programs brings other requests. Also, at this time of year home economics teachers and school superintendents are discussing needed improvements for next year, some of which involve considerable remodeling. In order to answer some of these requests, a bulletin no. 181 entitled "Space and Equipment for Instruction in Homemaking", is just off the press. This publication brings together up-to-date information on homemaking departments from the various States. Single copies are available upon request to the United States Office of Education, Washington, D. C.

Desirable standards for homes of the community may be set and thus the girls and women may be given concrete suggestions which they will be able to apply in improving their own homes.

Cottages may also serve as school or community social centers, and thus extend the service of the home economics department to the entire school and community.

It is possible to provide additional space for homemaking instruction at less cost than would be incurred in extending the main school building.

The local home economics teacher, the school superintendent, the school board, and contractors usually cooperate in making and carrying out the final plans for a new or rebuilt homemaking department. However, the counsel and advice of local homemakers, the State supervisor of home economics, and the State architect for school buildings should be sought in the original planning. It is especially important that the latter two be contacted to assure that established State policies are observed as well as to secure most up-to-date suggestions from them.

In light of such recognized present-day needs for the homemaking department, home economics teachers and administrators are evaluating the adequacy of their teaching facilities by criteria that are directed toward simplicity and attractiveness of the homelike center rather than elaborateness and size; toward usefulness and approximation of home standards rather than expense and display; and finally toward a center that becomes the informal and social center for the entire school and community rather than just another well-equipped laboratory.

### Educators' Bulletin Board

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MOORE, JOSEPH E. A comparative study of delinquent and dependent boys. Doctor's, 1935. George Peabody College for Teachers. 10 p.

PECK, JOHN S. The function of the laboratory in engineering education. Doctor's, 1935. Teachers College, Columbia University. 96 p.

PRUITT, CLARENCE M. An analysis, evaluation and synthesis of subject-matter concepts and generalizations in chemistry. Doctor's, 1935. Teachers College, Columbia University. 176 p.

SCHROEDERMEIER, ALVIN G. The cost of district school bonds for 16 counties in northeast Kansas, 1910-1935. Master's, 1935. University of Kansas. 80 p. n.s.

SPANNUTH, MILES M. Some legal responsibilities and liabilities of boards of school directors as determined by Pennsylvania courts of last resort. Master's, 1935. Pennsylvania State College. 76 p. ms.

STREBEL, RALPH F. The nature of the supervision of student teaching done in universities using cooperating public high schools. Doctor's, 1935. Teachers College, Columbia University. 154 p.

VOELKER, JOHN M. The diocesan superintendent of schools: a study of the historical development and functional status of his office. Doctor's, 1935. Catholic University of America. 117 p.

RUTH A. GRAY

# Financial Situation of the Public Schools

★ *How many schools closed this year with less than normal terms, because of lack of funds? How many children were affected by such closing? How much did the shortage of funds amount to?*

**S**UCH questions were asked each chief State school officer by the United States Office of Education early in March this year. As a result of replies received, significant facts were reported by 39 State departments of education. A summary of this information follows:

## ***Closed schools and pupils without school facilities***

In 8 of the 39 States which supplied data, some schools had closed because of lack of funds; 5 other States reported that some of theirs would be obliged to close early for the same reason.

Of the eight States in which schools had closed by the first of March owing to lack of funds five reported 160,756 children out of school as a result. Of this number, 150,000 were in Alabama, 10,000 in Tennessee, 651 in Colorado, 65 in Michigan, and 40 in Idaho. Arkansas, Georgia, and Texas reported that probably some of their schools were closed at the time, but the number of children without education facilities was not indicated. Estimates in reports from nine States indicated that before the end of the school year a total of 1,562,374 children would be out of schools closed abnormally early because of lack of funds. The estimates varied from fewer than 100 children in one of the nine States to 800,000 in another. In four additional States where it was thought schools would be obliged to close early no estimates were given as to the number of pupils affected.

## ***Shortage of school funds***

The amount of funds which school districts needed this spring but did not have to keep their schools open for the ordinary terms was reported (estimated in some instances) for 10 States. In all, it amounted to \$4,235,460. The need ranged from \$500 in one State to \$2,600,000 in another. Reports from

## **Significant Facts Reported by 39 States Are Presented by Timon Covert, Specialist in School Finance, United States Office of Education**

three States in which shortages of school funds were indicated did not state the amount.

In connection with the study of the closing of schools within a State due to shortage in school funds it is illuminating to note a certain feature in many State school support plans. This is the provision whereby the State uses a part or

**T**HE Office of Education has collected information from the several States regarding the current effects of the industrial situation on the public schools each year since 1932. Information thus collected has been published in circulars for which there has been wide demand from Federal and State legislators, from school officials, and from interested individuals throughout the country. In previous years these surveys attempted to set forth in detail many statistical facts. With considerable improvement in the fiscal affairs of the public schools, it is believed that a more general report will fairly well show conditions this year; consequently, the present report is less detailed than some of the earlier ones.—*Editor.*

all of the revenue collected for distribution to the public schools to aid those of its school districts which without such assistance are unable to support a foundation program. It is obvious that in States having such a provision closed schools distributed throughout such States are less apt to be found than they would be if the State did not act as the guarantor. A shortage of school funds may exist, but the schools will be more likely to suffer equally and all are likely to remain open so long as money lasts.

The following quotation from a report from one State is a good illustration of the effect during this school year of such a provision in the State school support program:

The school units annually receive approximately \$35,000,000 from State sources, and of this sum \$29,000,000 is distributed on the basis of per capita census child with an apportionment of \$17.50 each for 1935-36. Within the past 2 or 3 years, we have converted our whole rural aid fund from a mere subsidy to an equalization fund. With the alarming decrease in local revenues, and with the change in this type of distribution of funds, we have increased our allotment for equalization from \$2,500,000 per annum to \$4,183,000 per annum. Since funds are issued on the basis of need, and since these funds are thus limited, it has been necessary to issue the equalization grant on the expectancy of 100 percent collection of local taxes. With all possible safeguards, we find that the equalization fund, which is based on a uniform term of not less than 8 months, will be approximately \$500,000 short of the desired amount. In other words, our equalization fund should have been \$4,683,000 for this year, rather than the \$4,183,000 which was appropriated, and this despite the fact that the actual amount appropriated was an increase over that of the preceding year.

## ***Improvement in school facilities***

By comparing expenditures for the public schools during the year just closing with those of the immediately preceding years we have some indication of whether or not school conditions are improving. Reports from 32 States show the results of such comparisons. Of these, 24 show increases in total current expenses, 3 show no change, while 5 show decreases. The increases vary from 1 percent in one State to 40 percent in another; a few of the reports indicating increases did not state the amount of increase. Of five States reporting reductions in current school expenses, one shows 14 percent, each of two shows 5 percent, while the others do not state the percent of reduction.



**Teachers' salaries.**—Increases in the pay of teachers ranging from a small percent to as much as 20 percent over that of 2 years ago were reported from 23 States. Three reports indicate no change in teachers' salaries while five show decreases ranging from 3 to 9 percent.

**Operation and maintenance of school buildings.**—Nineteen of the thirty-nine States reporting indicate increases this year in expenditures for the operation and maintenance of school buildings. These increases range from 2.4 percent in one State to 48 percent in another. On the other hand 10 States report no change while four report decreases ranging from 1 to 20 percent in expenditures for these items. Six reports made no reply to this question.

**Capital outlays.**—Thirty-one reports specified whether larger or smaller expenditures were authorized for school-building purposes this year than during preceding years. Of these, 23 report increases varying from 10 to 1,000 percent. However, six reports show no change in regard to this item of expense while two report decreases.

**Length of school term.**—Seventeen States report that there will be no change in the length of school terms. Ten States, however, report increases varying from 1 to 10 percent. Alabama and Illinois report school terms shorter by 20 and 5.5 percent, respectively, than those of 2 years ago while Indiana reports that her schools will be open 2 days less.

#### **Improvement in services and finances**

Some or all of the following types of schools, classes, and services have been restored or increased in at least some communities after a period of discontinuance in 19 States: Kindergartens, schools and classes for handicapped children, night schools, art, music, home economics, physical education, agriculture, health programs, and transportation. On the other hand 13 States report little or no progress in restoring these services.

Replying to the request for a summary statement regarding the present condition of the schools as compared with conditions 2 years ago, a majority of the State school officials report conditions are improved. Of the 32 reports containing such statements, 30 indicate definite improvement in some respects or in some sections of the State; the other two indicate that little or no improvement is apparent. A few reporting improvement, call attention to the fact that some school communities still experience much financial difficulty, but the schools in general are in better circumstances than they were 2 years ago.

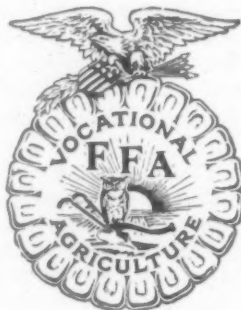
#### **Some conclusions**

Although conditions of the public schools during the present year have not been reported from all States, there appears to be considerable improvement in the condition of those in a majority of the 39 States from which reports have been received. Fewer State departments of education this year than last, or the year before that, reported the need of out-of-State funds to keep their schools in operation; consequently the number of children deprived of educational facilities by the abnormally early closing of schools was smaller this year.

Improvement in school conditions is evidenced by the fact that the amounts of funds for current expenses, for teachers' salaries, and for capital outlays have increased in a large number of States over

those of 1 and 2 years ago. School terms are somewhat longer in several States and many school services which suffered curtailment during the past years are gradually coming back as a part of the regular school program.

This improvement reported from a number of States on the financial condition of the schools is due in part, of course, to the extent of industrial recovery. However, legislation enacted in 1933, 1934, and 1935 to remedy unsatisfactory school finance systems in a number of States has been an important factor. The State as a unit for the production of revenue to guarantee a foundation education program for every public school is now a real feature of many more State school support systems than was true in 1933.



## **F. F. A. News Bulletin**

### **Georgia.**

Hugh A. Inglis, adviser of the local F. F. A. chapter at Clarksville, Ga., and a district adviser was recently awarded the title of "Master Teacher of Vocational Agriculture of the South." Inglis has been an enthusiastic worker for the F. F. A. for the past 8 years. Through the activities of the Clarksville chapter, under his guidance, one of the most modern community canning plants in the State was erected. Last year F. F. A. members and adult evening class members prepared in this plant for home consumption more than 100,000 cans of fruit, meat, and vegetables. Of the 267 boys receiving instruction through the vocational agriculture department in the high school at Clarksville during Mr. Inglis' tenure, 258 are now farming in the community. The present enrollment in the department is 75 all of whom are F. F. A. members.

### **Kansas.**

The 10 outstanding chapters in the State for 1936 are: Lawrence, Shawnee

Mission, Washington, Ottawa, Linn, Parker, Mound City, Reading, South Haven and Lebanon. The first four chapters named have been included in this list every year since the national F. F. A. chapter contest was started some 6 years ago.

### **New Hampshire.**

The annual State convention of the Granite State Association of F. F. A. was held at the Austin-Cate Academy on May 8. The State vocational judging contest took place on May 9. Winners will compete in the vocational and F. F. A. contest to be held in connection with the Eastern States Exposition at Springfield, Mass. in September.

### **Of National Interest.**

William Shaffer, national president and J. A. Linke, national adviser of the F. F. A. sailed from New York on April 30 for Puerto Rico for a 2 weeks sojourn with the F. F. A. members in this interesting "Isle of the Caribbean." Antonio Texidor, Insular Supervisor of Agricultural Education and Adviser for the Puerto Rico Association, accompanied them on the journey from New York to Puerto Rico.

Much interest is being shown in the "Proceedings of the Eighth National Convention of F. F. A.," an 87-page printed report which came from the press several weeks ago. Copies were distributed through the State advisers to all local chapters of the organization. So many requests for copies from various sources have been received at the national office that the supply of 5,000 is nearly exhausted.

W. A. Ross



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## In-Service Growth of County Superintendents

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**I**NCREASING thought has in recent years been centered upon the county school superintendency. It is recognized, potentially at least, as a key position in public education.

Fully half of the children, about 58 percent of the teachers, and nearly 90 percent of the schools are found in centers of 2,500 or fewer population. The duties devolving upon the county superintendent are variable in type and complex in nature. This coupled with the fact that there are more limitations, that the difficulties to be met are greater, and that the rural schools are even more directly dependent than are the city schools upon leadership of the superintendent, naturally leads to the conclusion that this school administrator should have the highest possible qualifications of ability and training. The county superintendent who said in summarizing the requirements for success in this position that it demanded "the patience of Job, the wisdom of Solomon, the forbearance of Moses, the gentleness of the good Samaritan, the grace of God, and the perseverance of the devil", did not greatly overstate the matter.

It is, therefore, amazing to find the lack of attention of educators generally to the nature of the duties performed by county superintendents or to the ways and means by which they might be improved. It is too often taken for granted that the county superintendent is a sort of inspectorial clerk and nothing can be done about it. He is regarded as necessary to the operation of the rural schools but too often little seems to be expected of him in the way of constructive guidance, even though it is generally agreed that the rural schools more than any others are in need of trained leadership. The training, salary, and legal status of the county superintendent have been studied in considerable detail, but comparatively little has been done other than to call attention to his unsatisfactory status as compared to city superintendents and to deplore the lacks and disparities.

Studies of the problem have either by definite recommendation or by implication suggested that in most States certain improvements are urgently needed. But

### Walter H. Gaumnitz, Senior Specialist in Rural Education, Emphasizes Need for Strengthening This Administrator in His Difficult Tasks

when such improvements are suggested they are for the most part either predicated upon an extensive reorganization of the system of rural school administration or they entail certain fundamental changes in the basic school laws. The suggested changes involve larger units of school administration, the election of the county superintendent by a county school board instead of by popular vote, greater emphasis upon professional rather than political qualifications, and more adequate provisions for supervisory and clerical assistants and for financial support. It is readily agreed that any large scale solution to the major problems of rural school administration will probably have to await the achievement of these fundamental changes. However, the legal status of the county superintendency is likely to remain much the same in most States for some time to come. In the meantime something can be done to improve the services of this officer to the rural schools. It is apparent that thus far comparatively little thought or effort has been given to the in-service growth of the county superintendent, although good results have generally followed when the problem has been attacked from this angle.

Responsibility for the in-service growth of the county superintendent seems to lie chiefly with the State departments of education and with the teacher-training institutions. This does, of course, not mean to suggest that the county superintendents themselves have no responsibility in the matter. It is fully recognized that no real improvement either in the status or in the functional operations of this office can come unless the county superintendent gives more attention to the possibilities of his job and less to its legal limitations. As a body county superintendents need to understand that school laws are neither fixed nor final. Cooperative effort can secure good laws. Moreover, many county superintendents have demonstrated that improvements can be

brought about within the present legal framework if they take the initiative. But greater results can be achieved when State educational leaders provide practical and positive guidance.

In a number of States including Missouri, Idaho, Texas, and Georgia, certain responsibilities for in-service growth of the county superintendents have been taken over by the State universities or colleges.

Teacher-training institutions through extension courses, summer-school courses, correspondence courses, short courses, and other ways meet the needs of these school officers. The work offered deals with practical problems of the rural schools.

Careful studies should be made to analyze the duties the county superintendent performs or to evaluate them in relation to their relative importance or difficulty. Studies of the kind indicated would be helpful in efficient discharge of the duties of the office and would be suggestive in providing specialized training for positions of this kind. While the duties of the county superintendent are similar in many respects to those of the city superintendent, working conditions are different. This necessitates specialized training.

A number of State departments of education have for years made strenuous efforts to deal effectively with the superintendents in charge of rural schools. In addition to maintaining at all times a close contact with the district superintendents, the division of rural education of the State education department of New York has for 13 years conducted regional conferences in which an effort is made to help these school officers to understand better the problems of the rural schools and to work more effectively toward their improvement. These conferences are more than inspirational institutes. They are utilized for such vital purposes as reorganizing the curriculum to meet rural needs, developing teachers' handbooks adapted for use in rural communities, and similar activities.

Minnesota is adding from time to time to its program of improving the rural schools through the county superintendent's office. Some years ago the old type of county institute was abandoned. In its place a permanent corps of rural school specialists was employed in the State department of education, one or more of whom spends approximately the total of a week in each county each year. The first portion of the week is devoted to school visitation and to study with the superintendent of the problems peculiar to his county. The latter part of the week is devoted to teachers' meetings. During this period a study of specific problems is undertaken. These problems are chosen by the vote of the superintendents and work on them is emphasized throughout the State. Careful preparation is made prior to the institute period and the problems are followed up throughout the year. Demonstration lessons, objective tests, panel discussions, and various other means are employed to give a clear understanding of the problem under discussion. These county institutes are reinforced by a 3-day State conference in April for all county superintendents.

Special attention is given to the newly elected county superintendent soon after election to acquaint him with his various legal and routine duties and to help him grow in his work. His training, his interests, his peculiarities, his hopes and plans are all given special consideration. No time is lost in aimless floundering or in trial and error experiments. This would seem like a most practical method of improving the work of this school officer. Why should not the State departments make the new superintendent its first business, so to speak?

These activities of the Minnesota Department of Education are supplemented by county rural school officers' meetings. Through these the State specialists help the county superintendents to interpret the educational program of the State to the people. They also work to improve the rural schools and to get better business practices into use.

Montana, North Dakota, and several other States convene the county superintendents for a period of a week or more during the year. During these conferences the laws and regulations affecting the rural schools are discussed and efforts made to acquaint the county superintendents with the ways and means whereby these schools may be improved. An important part of such conferences is the opportunity they afford for exchange of experiences.

## New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

### Publications

Mount Rainier National Park—Washington. 39 p., illus., maps. (National Park Service.) Free.

Data on lectures, museums, hikes, guide trips, saddle-horse trips, hot mineral baths, history and geology of the area, accommodations, expenses, etc.

Honey and Some of its Uses. 8 p. (Department of Agriculture, Leaflet No. 113.) 5 cents.

Suggests ways of using cooked and uncooked honey. Recipes for meringues, jellies, jams, preserves, confections, cakes, and quick breads.

A Brief Explanation of the Provisions of the Social Security Act. 13 p. (Social Security Board, Informational Service Circular No. 1.) Free.

The act provides for unemployment compensation, old-age assistance and old-age benefits, security for children, aid to the blind, extension of public health services, and vocational rehabilitation.

The Food and Drug Administration of the United States Department of Agriculture. 22 p., illus. (Department of Agriculture, Miscellaneous Publication No. 48.) 5 cents.

This agency is responsible for the enforcement of the food and drug act, the tea act, import milk act, insecticide act, caustic poison act, and naval stores act.

The Pan American Union is about to publish a 45-page mimeographed syllabus for the study of Latin America, prepared by Dr. A. C. Wilgus, of George Washington University, for use in high schools. Consisting of eight units, the outline is designed to give a bird's-eye view of Latin American history and civilization. In order to obtain an idea of how many copies should be issued, teachers and other persons interested in receiving a copy are invited to write to the Division of Intellectual Cooperation, Pan American Union, Washington, D. C.



Mount Rainier reflected in Mirror Lake.

The Farm Real Estate Situation, 1934-35. 52 p., charts. (Department of Agriculture, Circular No. 382.) 5 cents.

MARGARET F. RYAN

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# Reform of Secondary Education in Argentina

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**M**OST fundamental reforms in education are preceded by minor skirmishes between the forces of tradition and those reflecting a growing consciousness of unfulfilled educational wants. Such conflicts have been clearly illustrated in various attempts to reform secondary education in the Argentine Republic. Dissatisfaction with the role of the secondary school as a mere preparatory stage of professional education has clashed with the desire to have all secondary school graduates trained specifically for university studies. The notion that the secondary curriculum should supply the adolescent with a general education has been opposed to his own dominant ambition to pass examinations opening the door to a career in a State-licensed and socially approved profession. The attempt to introduce such subjects as industrial arts and agriculture has made slow progress in the face of a widespread contempt among educated people for manual occupations. The democratic ideal of education for all young persons has been confronted by the reality of a system of rigid selection to secure candidates for admission to an educationally privileged class.

Under such conditions the State control of education tends to be complete and comprehensive. It is organized around the central principle that the State must prepare members of the key professions and vouch for their technical abilities. The system of education is directed toward the production of lawyers, physicians, engineers, teachers, and other professional workers who are either employed directly by the Government or engaged in private practice under the protection of State-granted diplomas. The prestige of these State-licensed activities has been so great in the past that it has come to furnish a chief motive for educational endeavor.

Thus even the elementary schools have been preparatory institutions with a heavy rate of elimination in each grade and a final picked group of graduates aspiring to secondary education. The secondary schools in their turn have been

## Background and Problems of Argentina's Educational Situation Are Discussed by Dr. Harold Benjamin, School of Education, University of Minnesota

used as highly selective instruments for reducing the number of university entrants. The universities have had to exercise further rigid selection in view of the fact that they are composed of strictly professional schools whose output must be proportioned to the demand in the various State-controlled activities. A distinguished Argentine educator has summarized this situation in vivid terms:

Organized between the primary school, whose graduates in general expect to reach the university, and the university, which, because its function is chiefly professional preparation, is unable to expand its enrollment without limit, the secondary school can have only one aim, that of careful and strict selection; it serves, as it were, as a pipe between a tank whose content exercises a very strong pressure and a container whose opening allows only a limited intake.<sup>1</sup>

### Sarmiento's View

Opposition to the narrowly preparatory character of secondary education was expressed long ago by educational leaders of the republic. Domingo Faustino Sarmiento, the great schoolmaster-president of Argentina from 1868 to 1874, friend of Horace Mann, founder of the first normal school in Chile, writer of 52 volumes on social, political, and educational topics, and probably by far the ablest and most devoted friend of popular education ever to hold the supreme executive power in any country, enunciated and supported the principle that the secondary school should furnish a general liberal education to all who wanted it.

Throughout the latter part of the nineteenth century various reforms were proposed and sometimes initiated with the design of making the secondary school an

institution of general education. Official statements from the ministers of education reiterated the ideas that secondary education should be more than a mere preparation for the university, that it should educate for general citizenship and entrance upon any useful trade or vocation, and that it should therefore permit students to depart according to their interests from the rigid and uniform curriculum prescribed by university entrance requirements.

Special schools on the middle level of instruction were proposed as supplements to the traditional university preparatory school. As early as 1865 a plan for schools of commerce, agriculture, industry, and mining was submitted to the country and was later put into effect in a few instances by adding vocational courses to regular secondary schools. Sarmiento's minister of public instruction and successor in the presidency, Nicolás Avellaneda, was particularly impressed with the need for highly developed technical skill in an industrial nation and worked unceasingly for the establishment of trade and industrial education.

Various proposals to secure some relief from the single, unified curriculum of the secondary school have resulted in a number of official attempts to adapt the secondary school to more democratic purposes than university preparation. Thus in 1891 the university preparatory function was removed entirely from the secondary schools by governmental decree and turned over to the universities themselves to be carried on in their own preparatory departments. This change soon resulted, however, in the secondary schools becoming preparatory institutions merely one step further removed from the universities.

Two cycles of secondary education were developed, the first of 4 years was for gen-

<sup>1</sup> Nelson, Ernesto. *The Expansion of Secondary Education in the Argentine Republic*. In *Educational Yearbook, 1930*, International Institute of Teachers College, Columbia University (I. L. Kandel, Editor). New York, 1931. p. 12.



eral education, and the second of 2 years for university preparation or for practical instruction along vocational lines. This scheme, in favor at the turn of the century, fell into disuse and was replaced by a 5-year institution preparatory to the university.

The latest project for the reform of the whole level of secondary, normal, and special education included in the general term "middle instruction", like most previous projects of this character, is an official proposal of the ministry of public instruction.<sup>2</sup> Under the direction of Juan Mantovani, inspector general of secondary, normal, and special education, various committees representing the national secondary schools, schools of commerce, industrial schools, and normal schools have drawn up comprehensive plans for all educational institutions on the middle or general secondary level.

Four basic principles were taken as points of departure for the construction of these plans:

1. That the number of years devoted to middle education should be increased.
2. That the various phases of middle education should be closely correlated with the purpose of achieving cultural unity.
3. That the studies of the middle level of education should be based on a general structure of two parts; one a lower cycle of general cultural education for students in all schools, the other a higher cycle given either to intensive preparation for university entrance or to vocational specialization in other directions (normal, commercial, and industrial).
4. That the youth educated in the various institutions of middle education should be encouraged to acquire an accurate and sympathetic knowledge of their own country.

In developing these general principles, it was proposed first of all to have a basic lower cycle of 4 years of common cultural education. This junior secondary school is presumably designed not merely for students going on to higher studies but also for many others who will have no formal schooling beyond the lower cycle. The first 3 years of work in the lower cycle will be so much alike in all the different institutions of middle education that a student will be able to transfer from a secondary to a normal, industrial, or commercial school, or the reverse at the end of 3 years with very little difficulty. During the fourth year the vocational schools will introduce their special-

ized curriculum offerings to a much greater degree and transfer will be more difficult.

### Proposed program

The following program of studies is proposed for the 4-year junior cycle:

Subjects	Number of hours per week, in years			
	1	2	3	4
Languages and literature:				
Spanish	5	5	4	3
Foreign language (choice of French or English)	4	4	3	3
Social studies:				
History: (1) Ancient; (2) medieval and modern, with American history of the same period; (3) contemporary and American; (4) Argentinian, since 1810.	3	3	3	3
Civics and elements of law				3
Geography: (1) Elements of astronomy and physical geography, Asia, East Indies, and Africa; (2) Europe and Oceania; (3) America, except Argentina, without excluding it entirely in discussing physical geography; (4) Argentina, especially human and economic geography.	3	2	2	2
Mathematics:				
(1) Arithmetic and plane geometry; (2) arithmetic and plane geometry; (3) arithmetic, algebra, and solid geometry; (4) arithmetic, algebra, and plane trigonometry.	6	6	5	4
Natural sciences:				
(1) Biological sciences; (2) elements of botany; (3) elements of zoology, anatomy, and general physiology; (4) elements of human anatomy, physiology, and hygiene, and introduction to biology.		3	3	3
Chemistry, elements			2	2
Physics, elements			3	3
Representative and expressional arts:				
Music	2	2	1	
Drawing	2	2	2	
Penmanship	2			
Vocational and manual subjects (variable according to the region or institution)	3	3	2	4
Total	30	30	30	30

In addition to the above subjects is a requirement of 2 hours per week in physical education.

Entrance to the lower cycle will be open to any student who has completed the 6-year primary school. Graduation from the lower cycle will be marked by the giving of a certificate of general secondary studies. Holders of this certificate will gain certain civil-service preferences. The graduates of the 4-year course of the special schools will also receive appropriate certificates of aptitude in their particular fields.

### Aims listed

The aims of secondary education proper, as distinguished from special and normal school education, are listed as follows:

1. To develop the adolescent spiritually and give him the capacity to observe, understand, and evaluate physical and mental phenomena.
2. To encourage and strengthen in the student those social values relating to duties of cooperation with and consideration for others.
3. To impart a store of knowledge which will at the same time furnish a basis of general culture and a preparation for higher studies.
4. To provide some practical skills which will be of use to those students who terminate their schooling with secondary studies.

The special committee on secondary schools (*colegios* and *liceos*) has also stated that a real reform of the secondary level cannot be made merely by increasing the number of years in the secondary courses or by substituting one subject for another. The reform must go deeper into the heart of the educational process, the relationship between teacher and student. To improve this relationship, secondary teachers must be more thoroughly professionalized, must be educated particularly for teaching, and must be assigned definitely for full-time work to one school instead of teaching part time in the usual Latin American fashion. Students must have more opportunity for active learning through manual arts, expressional activities, laboratory exercises, excursions, field trips, social organizations, and other activities in the fields of music, art, dramatics, and school publications.

According to the proposed reform the normal schools will give 2 years of work beyond graduation from the lower cycle. The following program of studies is suggested:

[Concluded on page 290]

### Radio Project Programs

#### U. S. Office of Education

**The World Is Yours.** (Smithsonian Program) NBC, Sundays, 10:30 a. m., E. S. T., 9:30 a. m., C. S. T., 8:30 a. m., M. T., 7:30 a. m., P. T.

**Safety Musketeers.** CBS, Mondays, 3 p. m., E. S. T., 2 p. m., C. S. T., 1 p. m., M. T., 12 noon, P. T.

**Education-in-the-News.** NBC, Mondays, 6:45 p. m., E. S. T., 5:45 p. m., C. S. T., 4:45 p. m., M. T., 3:45 p. m., P. T.

**Have You Heard?** NBC, Tuesdays, 2:45 p. m., E. S. T., 1:45 p. m., C. S. T., 12:45 p. m., M. T., 11:45 a. m., P. T.

**Answer Me This.** NBC, Thursday, 4:30 p. m., E. S. T., 3:30 p. m., C. S. T., 2:30 p. m., M. T., 1:30 p. m., P. T.

<sup>2</sup> Inspección General de Enseñanza Secundaria, Normal, y Especial Ministerio de Justicia e Instrucción Pública, Proyecto de Reformas a los Planes de Estudio de la Enseñanza Media. Buenos Aires, 1934.

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# Standards for the Master's Degree

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**W**HATEVER it may mean, there were 1,067 less recipients of master's degrees in 1934 than in 1932—a drop of over 5 percent in a 2-year period.

In an article published in *SCHOOL LIFE*, September 1935, attention was called to the extraordinary growth in enrollments for the master's degree. It stated that in 1900, 1,744 persons received the master's degree; by 1930, the number had increased to 14,495, and in 1932 it was 19,339. The figures for 1934, which have just become available show the number of recipients of the master's degree to be 18,272, or a decrease of 1,067.

It is yet too early to determine the full significance of this change; nevertheless it is not probable that there will be any appreciable decline in the future because with the continued demand for improvement of the teaching profession it is probable that the number of master's degrees granted will increase.

In 1928, the Office of Education made a study of the number of master's degrees granted according to type. It was found that 270 colleges and universities were granting the master's degree. Of the 11,788 master's degrees awarded in that year 7,661 or 65 percent were masters of arts; 1,353 or 11 percent were masters of science; 817 or 7 percent were masters of education. This latter figure, however, did not include masters of arts and science who majored in education. The remaining were distributed among masters in business administration and commerce, of science in engineering and in scores of other fields. There were at least 34 varieties, many of which were in effect post-professional rather than graduate in character. The master's degree is thus no longer alone the advanced degree of the arts and science college but is the advanced or second degree in engineering, agriculture, business, law, theology, home economics, medicine, social relations, landscape architecture, forestry, public health, municipal administration, journalism, foreign service, fine arts, pharmacy, architecture, veterinary medicine not to speak of dozens of others of equivalent nature.

## Walton C. John, Senior Specialist in Higher Education, Presents Association of American Universities' Report on Master's Degrees

With such a variety of fields it is not strange that the objectives of the master's have become confused and that a great variety of practices have sprung up which have tended in some instances to discredit the educational importance of the degree.

Even as far back as 1902 the Association of American Universities raised the question whether the master's degree should be continued. By 1910 the same association indicated what it considered to be the minimum standards for the degree. In 1915 it adopted a resolution which reaffirmed the general standards previously suggested and indicated the minimum requirements for the degree if taken through several summer sessions. In 1932 the American Association of University Professors made a special study of the master's degree through a special committee known as "committee M."

At the Thirty-Seventh Annual Conference of the Association of American Universities held at Cornell University, last fall, the committee on problems relating to the master's degree made its report to the association which has recently been released.<sup>1</sup> This is one of the most complete reports on the purposes, standards, and administration of the master's degree, by the association. The report was prepared by a committee consisting of Dean William J. Robbins, chairman, dean of the graduate school of the University of Missouri, Dean Roy J. Deferrari of the graduate school of the Catholic University of America, Dr. A. P. Brogan, assistant dean of the graduate school of the University of Texas, and Dean Guy Stanton Ford of the graduate school of the University of Minnesota.

Although this report was accepted unanimously by the association it should be understood that the standards are not

mandatory. They represent what is the consensus of the opinion of the committee and of the association and serve as a guide to all interested institutions in the development and maintenance of standards.

The report reads as follows:

### Problems of the master's degree

Your committee recognizes the confusion that exists with regard to the master's degree. The confusion is particularly evident in conceptions of the purposes of the degree, the standards for the degree, the nomenclature of the degree, and the administration of the degree.

### Purposes

The master's degree is variously described as a research degree, a professional degree, a teacher's degree, and a cultural degree. The work included in the requirements for the degree is regarded as preparation for further graduate work, preparation for the practice of some profession (including teaching), as an extension of the cultural objectives ascribed to the bachelor's degree, or as a period of advanced study.

The committee is of the opinion that the work for the master's degree may justly serve any or all of these objectives and that attempts to characterize the work for the master's degree exclusively on the basis of one or the other of the objectives given above is likely to prove artificial and futile.

Your committee is of the opinion that the master's degree should represent the culmination of at least 5 years of college and university work, or the equivalent, in the course of which the student (1) attains a special competency in one or more fields of knowledge as judged by his information and his skills, and (2) develops the power to think independently and constructively, that is, to find, organize and evaluate evidence on a topic in his special field and to formulate and defend a definite conclusion. In such a program the fifth or graduate year should emphasize the attainment of such special competency, encourage independence of study, self-activity, and freedom for development, and arouse, re-create, or intensify enthusiasm for some worthy field

<sup>1</sup> Association of American Universities; Journal of Proceedings and Addresses of the Thirty-Seventh Annual Conference, pp. 32-33.

of human endeavor. The graduate year should be a stimulating and "broadening experience rather than merely a dogged attempt to fulfill academic requirements inspired largely by tradition".

Your committee does not consider a year of undergraduate work, professional or nonprofessional, equivalent to the fifth year, or graduate year, as described.

## Standards

1. Prerequisites: The graduate year for a master's degree conceived as above, whether designated or undesignated, should be based upon a bachelor's degree from a recognized college regarded as standard by the institution and by a regional or general accrediting board, and upon an adequate amount of underlying undergraduate preparation, including advanced preparation in the major subject or subjects.

Where the undergraduate preparation has been deficient, because it is too narrowly specialized or because it lacks prerequisites for graduate work in the special field, such deficiencies should be met in addition to the normal requirements for the graduate year, either before admission to the graduate school or before admission to candidacy for the master's degree.

Students ranking low in their undergraduate work should be discouraged from attempting to attain a master's degree.

2. Residence: Residence of at least one full academic year, or the strict equivalent in summer sessions, at the institution conferring the degree should be required.

3. Content: The work in the graduate year should not consist of a haphazard collection of subjects but should be a unified program with a definite objective, at least half of which should be in a single field. No work open to freshmen or sophomores should be credited, and a material part of the work should be designed strictly for graduates.

4. Program: The 5-year program for a master's degree without designation should include a considerable breadth of training in undergraduate study. A master's degree with designation may be awarded for a narrower training.

5. Examination: A final general examination, written or oral or both, covering at least the work offered in the graduate year in the major field and designed to test power and correlation rather than detailed information, should be required.

6. Transfer of credits: If a transfer of credit is permitted, it may reduce the course requirement but not the residence, and should be included in the final general examination.

7. Credit by correspondence: Graduate credit toward a master's degree should not be allowed for correspondence.

8. Thesis: Your committee recommends that a thesis, which may be a research, expository, critical, or creative type, be included as a requirement for the master's degree. The main purpose of a thesis should be to encourage the student to use independently and constructively the information, skills, and powers with which he has become acquainted, and to furnish objective evidence of his ability to utilize them. The

committee recognizes that other means than a thesis may serve these purposes but believes that, as a rule, a thesis represents the best feasible means of attaining the objectives indicated.

9. Honorary degrees: Your committee reaffirms the principle contained in the recommendations of the committee on academic and professional higher degrees as follows: In general, degrees conferred in course should not be granted *honoris causa*.

## Nomenclature

There is an increasing tendency to establish new master's degrees. Your committee reaffirms the principle contained in the report of the committee on academic and professional higher degrees:

1. The multiplication of degrees to be avoided.

## Reform of Secondary Education

[Concluded from page 288]

### Fifth year (first year for teachers)

Subjects	Number of hours per week
General biology	2
Psychology	3
Introduction to education	3
General and special methods	3
History of education	3
School hygiene and child health	3
Observation and practice teaching	6
Discussion of problems raised in observation and practice	1
Shop work, for preparation of educational materials in the primary school (two sessions of two hours each)	4
Assemblies or seminars, organized and directed by students of both years with the aid of the professors, on scientific, literary, artistic, or current topics, once a week	2
Total	30

### Sixth year (second year for teachers)

Subjects	Number of hours per week
General philosophy, logic, and ethics	3
Educational psychology, observations, and experiments	3
School organization and law	2
Special methods	3
Methods and experimentation with new educational methods	3
Practice teaching	6
Discussion of problems raised in practice	2
Shop work and practical study of all equipment needed for primary schools in different circumstances and localities	3
Assemblies or seminars with fifth year students	2
Direct and library study of the economic resources of the region, with organization of data, individual notebook, etc., which can be extended and used by the teacher in the primary school	2
Total	30

The proposals for the schools of commerce also add 2 years to the standard lower cycle, although beginning courses in bookkeeping are given from the first year of the lower cycle, in typewriting from the second year, and in shorthand

2. A bachelor who completes a second baccalaureate curriculum should receive a second baccalaureate degree rather than a master's degree.

3. In appropriate cases the M. A. or M. S. may be supplemented by a qualifying phrase.

## Administration

Your committee recommends that the administration of the master's degree be centralized in the graduate school, with due care that group interests are properly represented and sympathetically heard. It is of the opinion that the division of the administration among schools or departments may result in lowering standards and may artificially restrict the combination of subjects that students may pursue by the development of barriers along college or departmental lines.

from the fourth year. Instruction in the upper cycle of 2 years includes the following subjects:

Subjects	Number of hours per week	
	Fifth year	Sixth year
Mathematics of finance	3	3
Special bookkeeping	5	6
Business practice	4	4
Textiles	2	
Economic geography	3	
Economics	2	2
Spanish and commercial editing	3	3
Foreign language (English or French)	3	2
Law, elements	3	2
Business organization and administration		3
Advertising and publicity		2
Fiscal legislation and customs transactions		2
Stenography	2	1
Total	30	30

## Interesting question

The plan for industrial schools adds extra shop and laboratory subjects to the lower cycle to make 41 hours per week in the first 3 years and 42 hours in the fourth year. The fifth and sixth years are entirely given over to technical instruction, except for 2 hours per week in the fifth year for a foreign language and the same amount of time for civics.

Whether this new general 4-2 plan for secondary, normal, and special education will be carried into effect or will meet the fate of some of the previous plans which attempted to turn secondary education in Argentina away from strictly preparatory functions is an interesting question. The measure of prestige which the old liberal university professions still retain in the minds of the people will play a large part in answering that question.



# C. C. C. Education Undergoes Analysis

★ FOR MORE than 2 years there has been developing throughout the C. C. C. a unique and noteworthy plan of instruction. Using methods closely adapted to the needs of enrollees, C. C. C. camp education has attempted to meet widespread demands and perform a timely service.

While the education of enrollees was not thought to be a major object of the C. C. C. in the original plans, this has become one of the major objectives today. The C. C. C. educational program has made rapid progress, and the benefits to enrollees have been very great. It is now generally admitted that the educational and social values in this program are of tremendous importance to the country at large. Many educators see in the camp educational program a new and distinctive educational institution.

## Camp education studied

What is this new educational institution? Does it have right objectives? Is it using effective methods? In what respects does it differ from other types of educational systems? All of these and many other questions are being asked about C. C. C. education. The microscope is being turned on it in order that an analysis may be made of its characteristics and values.

Representatives from all walks of life are peering into the camps for answers to such questions and are assisting in guiding the program along channels which will be most helpful to young men. Frank Ernest Hill of the American Association for Adult Education was among the first to travel extensively among the camps for research purposes. After spending several months of study in the camps, Mr. Hill published in 1935 his comprehensive survey which he called *The School in the Woods*. Also, during the course of 1935 appeared the studies which Claremont College in California made of C. C. C. educational techniques and methods.

Early in 1936 came another study, *Once in a Lifetime, A Guide to the C. C. C. Camp*, by Dr. Ned H. Dearborn of New York University. Numerous articles and

## Through Constant Effort and Research, Officials Hope to Continue to Improve Their Training Services, Says Howard W. Oxley, Director

speeches on C. C. C. education have appeared from time to time and have helped to keep the public apprised of developments in the camp program. Educators from foreign countries have visited the camps and have been impressed with their possibilities for the training of youth.



C. C. C. studies arithmetic.

During the past year, the American Youth Commission, sponsored by the American Council on Education, has laid plans for an extensive survey of the C. C. C. program to determine what the corps can offer as a permanent social agency.

## University studies

Students, pursuing graduate work in institutions of higher learning, are doing a number of intensive studies of C. C. C. education. Special investigations in this subject are under way in about a score of colleges and universities. Some of the universities sponsoring this work are: Missouri, Michigan, Oregon, Massachusetts State College, Chicago, Wisconsin, Northwestern, Iowa, North Dakota, Yale, Pittsburgh, Temple, Niagara, Minnesota, and Rochester.

Some of the typical subjects being studied in these universities are: Unemployed Youth and C. C. C. Education, Personnel Study of Enrollees in C. C. C. Camps, The Educational Function of the C. C. C., and Citizenship Development in the C. C. C.

The C. C. C. Office of Education requires that all persons desiring to study camp education apply to the C. C. C. Corps Area first and that permission be obtained from Washington before the studies are undertaken. These applications must contain the name and address of the investigator, the study topic, and plan of study. Full cooperation is given when these conditions are met.

## Federal research project

Recently, the Office of Education received a grant from the Works Progress Administration to conduct a Nation-wide project in research in universities. A number of valuable studies under this project are in progress and are being directed by professors of graduate schools in more than 80 universities.

Four studies in the field of C. C. C. camp education have been offered to certain universities. A maximum of one university in each State may participate. It is expected that these research studies will be completed some time next fall, and the results extracted and utilized in extending and improving the educational program in the camps. A coordinator of research in the C. C. C. Office of Education will cooperate with the universities in preparing questionnaires, securing data, and facilitating travel among the camps, and will prepare a report of the findings.

The four topics selected for study in each corps area are:

1. A Job Analysis of the Work of the Camp Educational Adviser.
2. A Study of Successful Counseling and Guidance Techniques in C. C. C. Camp Education.
3. A Study of the Educational Values in Camp Work Projects and in Camp Community Life and the Arrangement of these in Project-Teaching Form for Experimental Use.
4. Successful Practices in the Development of a Coordinated Recreational Program in C. C. C. Camps.

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# Hawaii's School Cafeterias

**S**CHOOL CAFETERIAS hold an important place among the many activities for social efficiency in the Hawaiian school system. This service has been developed on a Territory-wide scale. It is closely integrated with the school program and contributes directly to the health education objectives. The plan as a whole is directed by the supervisor of home economics in the Territorial department of public instruction. The department recently reported school cafeterias in 184 schools, rural and urban, serving approximately 35,000 children daily. Each cafeteria is in charge of a trained homemaking teacher who is a member of the school faculty, and, as other members of the teaching staff, is employed and paid by the central department. These arrangements offer reasonable assurance that the cafeterias operate as an integral part of the school system and that each cafeteria is a unit in the program of the school in which it is located.

Cafeterias in the Hawaiian public schools are about 25 years old. They were established as centers for the development of instruction in home economics. With changing conditions and objectives in home economics teaching, the homemaking function became and is now recognized as a minor one. Cafeteria service in schools is considered primarily a health activity. Its chief objective is to promote better health and to cultivate correct habits in food selection through serving attractive, balanced luncheons at a price within the means of the children.

The specialty of the school cafeterias is the daily luncheon consisting of a "main dish", a meal in itself, sometimes supplemented by other foods such as milk, salad, fruit, or a sweet. The "main dish" is a substantial one preferably with meat or fish in small quantities; a starchy vegetable; a green succulent vegetable which, according to Department regulations, must amount to one-fourth pound daily for each child; a whole slice of brown or rice polish bread with butter and an occasional addition of dried or fresh fruit, a piece of chocolate or a cookie. The teacher or cafeteria man-

## Food Services With Health Education Objective Is Described by Katherine Cook, Chief, Special Problems Division, in This Last of Three Articles

ager in charge is expected to provide as much as possible of health building foods and to make the meal a completely balanced one. In many cases, as emphasized by the central department, this lunch is the child's major food for the day, and as such its importance is kept in mind in meal planning. Throughout



Entrance to McKinley High School, Honolulu.

the Territory the standard cost of the main dish served at the noon luncheon is five cents. Occasionally it is sold for less. Doubtless because of the low cost, practically all of the children patronize the cafeterias though some bring their luncheon, or a substantial part of it, from home. To the relatively few children who cannot afford to pay, lunches are served without cost.

### Supplementary dishes

For the children who bring luncheons from home, for delicate and undernourished children who need mid-morning

luncheons, or to supplement the "main dish", school cafeterias serve also "1-cent supplementary dishes." Hawaiian school children of oriental parents, and they constitute a high percentage of the total, bring luncheons almost entirely starchy in nature with little fruit and few vegetables. Moreover, the many children who come to school from plantation homes have a very early breakfast. Many of them walk long distances to school, while approximately 90 percent of the Japanese children attend oriental language schools at the close of public-school classes. This means a long day, possibly from 5 o'clock in the morning to 5 o'clock or later in the evening. A mid-morning lunch served around 10:30 o'clock is, therefore, provided in many schools. Such foods as crackers and milk, a cooked cereal with milk, hot chocolate or cocoa, are served at this time.

To supplement the lunch brought from home, vegetable soup, a bowl of poi and milk, or similar articles of food may be purchased at most of the schools. Generally these supplementary dishes cost 1 cent. Salads, deserts, chocolate bars, etc., served in the larger schools, usually cost about the same as the "main dish."

When one considers the factors indicated, including the price charged, it is clear that meals must be planned with considerable care. There are, also, other essentials in realizing the objectives set up. For example, the central department suggests that popular and familiar foods and those available in local markets, should be served as much as possible but not to the elimination of necessary though chiefly American foods. "The manager", according to the Department manual, "will need to exercise ingenuity and resourcefulness" before introducing new foods as regular servings. Among such foods are most salads and milk, which, it is recommended, should be "introduced with care and conserva-



tism." "Often", according to the manual, "it is well to disguise milk—when introduced into the meal—in such form for example as soup, custard, and the like." In the interesting variety of lunches offered, popular dishes prevail. Among those characterized as most popular by the central department are the following: *Chop Suey, Brown Rice, Pineapple Juice. Beef Heeka with Cabbage, Brown Rice, Bread and Butter Sandwich, one-half an Apple. Thick Goranzo Bean Soup, with Diced Meat, Raisin Sandwich. Long Rice with Egg and Shrimp, Raw Carrot and Raisin Sandwich, Sweet Biscuit. Tuna Tapioca Loaf, Mashed Carrots, Tangerines. Tamale Pie, Cole Slaw, Sliced Pineapple. Beef and Vegetable Stew, Poi, Hawaiian Orange Juice.*



Children of sugar plantation worker.

Generally the cafeterias are located in separate buildings or pavilions built for the purpose. Sometimes, however, a section or room in the regular building is used while a few are in basement or semibasement rooms. The dining rooms and their surroundings are attractive. Cleanliness, attention to sanitation, and attractive appearance are generally apparent.

### Service self-supporting

In spite of the almost unbelievably low cost of the food, the school cafeterias are self-supporting. Many are conducted at a small profit adequate to supply such free meals as are necessary and to purchase equipment in addition to that regularly furnished by the Territorial school system. Such relative luxuries as electric refrigeration, dishwashing machines, and the like, purchased from cafeteria profits were observed in a number of schools. Careful management and good organization, especially as concerned with the tasks performed by the children are apparent everywhere.

Nutrition and general health objectives of the school cafeterias are especially

important in Hawaii because of the characteristics of the school population. Fortunately, too, social values are realized which are perhaps of equal importance. Only a few of them can be indicated in this article. They are possible of achievement chiefly because the cafeterias are operated as units in the school program. Much of the work connected with preparing and serving meals, collecting and accounting for the money, keeping the dining rooms and tables clean and attractive is done by the pupils. Children work in groups of three or more, depending upon the duties assigned and the number of persons to be served. Committees of pupils, assigned for stated periods—one week at a time, for example—suggested in the Department manual are:

(1) *Committee on food preparation:* The duties of this group are concerned with preparing foods for cooking, tending to the cooking, and helping with the cleaning-up later. (2) *Committee on service:* This committee prepares the lunch pavilion and tables and tends to the serving of the luncheon. (3) *Committee on sanitation:* This group prepares the cafeteria, sees that the floors are clean, washes dishes and helps with the preparation of the food. In the schools where a larger variety of foods is served, additional groups are suggested such as sandwich groups, salad groups, and dessert groups. Each group has a leader responsible for his group. The duties are written out and posted as a means of avoiding misunderstandings.

Cooperation on common problems and activities of the kind indicated, sharing responsibilities concerned with the operation of the cafeteria as a school function, are activities which have potential social values. They are of major importance to children who need to feel themselves a part of the life of a community which is in many respects foreign to the traditions and customs of the homes from which they come. In the performance of the tasks indicated, in which all the children of the school share, there is opportunity: For the development of a sense of responsibility; for realizing the satisfaction which comes from rendering service; and for acquiring an understanding and appreciation of the value of organization in the efficient performance of important tasks.

The department of public instruction suggests that the teachers use the cafeteria as a medium for the teaching of and for actual practice in American social usages. Through the lunch service, when properly and completely carried on, children of foreign parentage have opportunity for constant practice in simple customs and ordinary social procedures so important in their everyday life in the

future. This is brought about in a natural way and the children form basic habits in these common usages by constant practice. Some of these social customs are: (1) Washing hands before eating; (2) sitting at a table or desk and eating slowly and in an orderly manner; (3) engaging in conversation of a pleasant nature during mealtime; (4) proper use of tableware and table manners; and (5) simple courtesy at mealtime. The naturally incomplete examples given are representative of a number of ways in which the school cafeterias exercise an important influence in integrating Hawaii's heterogeneous, largely oriental, population into the new and strange ways of the Occident.

### C. C. C. Education

[Concluded from page 291]

It is of inestimable value to the future growth of the educational program in the camps to have these studies made by individuals and groups in many institutions scattered throughout the country. This research should go a long way toward determining the contributions which the C. C. C. is making and how the camp program may be strengthened, broadened, and improved.

### C. C. C. education reports

In addition to the many studies already under way, the C. C. C. Office of Education plans to continue its investigations into specific camp educational problems and to issue regular reports on the progress of C. C. C. instruction. Educational advisers in the field will also continue to make special studies of camp problems as individuals or in groups, and the results will be distributed throughout the corps.

Once every month each camp is required to report on its educational activities; these reports are consolidated and the results distributed. Each 3 months, a special report on the progress and status of the program is prepared. Each 6 months, a comprehensive survey is made by the Office of Education, and these findings are sent to the camps for the purpose of enriching and expanding the camp program.

C. C. C. education is, therefore, undergoing a continuous survey. Studies, made under both public and private auspices, are being looked to for further guidance in developing the camp program. Through constant effort and research, camp educational officials hope to continue improving their training services.



# Educational News



## In Public Schools

"WHAT CHANGES shall the school seek to make in pupils who enter its doors?" is a question proposed to the kindergarten-primary teachers in the schools of East Chicago, Ind. About 35 such teachers are searching for an answer to the question. They are defining objectives for the early experiences and activities through which they think these objectives will be realized.

THE CITY DEPARTMENT of education, Baltimore, Md., has issued the following attractively illustrated circulars giving facts about certain features of the schools of that city: "Evening Schools—the Schools of Opportunity"; "Music for Every Child"; "Art Education"; and "Education of Handicapped Children."

THE CURRICULUM of the schools of St. Louis, Mo., is organized on a quarterly basis. This plan has been in vogue in that city for more than 50 years. The advantages claimed for the plan are: "It enables pupils who have to repeat to do so at shorter intervals. It enables those who receive a special promotion to go forward with less difficulty. Within a given grade and quarter, therefore, the curriculum is designed for classes containing individuals of different mental abilities rather than for individuals homogeneously grouped. The plan focuses the attention of teachers upon individual needs rather than mass performance."

THE CALIFORNIA TEACHERS ASSOCIATION, Roy W. Cloud, executive secretary, 155 Sansome Street, San Francisco, Calif., has issued a Handbook of Facts in which more than 100 questions regarding the public schools of California are answered.

APPRECIATION of the Office of Education is herewith expressed to the schools that have sent to the Office, copies of their 1934-35 published reports. Copies of such reports have been received to date

from superintendents of 126 cities in 32 States, as follows:

Arkansas.—Fort Smith, N. Little Rock.  
California.—Bakersfield, Fresno, Pasadena.  
Colorado.—Boulder, Denver, Pueblo.  
Connecticut.—Danbury, E. Hartford, Greenwich, Groton, Middletown, Stamford, Stratford, Wallingford, Waterbury, West Haven.  
Delaware.—Wilmington.  
Georgia.—Atlanta, Columbus, Macon.  
Idaho.—Boise.  
Illinois.—Aurora (E. S.), Blue Island, Elmhurst, Evanston, Forest Park, Moline, Peoria, Rock Island, Sterling, Yorkville.  
Iowa.—Eagle Grove, Waterloo.  
Kansas.—Lawrence, Manhattan, Parsons, Pittsburg, Salina, Wichita.  
Kentucky.—Bowling Green, Henderson.  
Maryland.—Baltimore.  
Massachusetts.—Amesbury, Arlington, Belmont, Boston, Dedham, Greenfield, Ipswich, Lynn, Marblehead, Methuen, Newton, No. Attleboro, Norwood, Swampscott, Wakefield.  
Michigan.—Ann Arbor, Flint, Hamtramck, Ironwood.  
Minnesota.—Minneapolis, Rochester, Winona.  
Missouri.—Maplewood, St. Louis, University City.  
Montana.—Billings, Columbia, Great Falls.  
New Hampshire.—Keene.  
New Jersey.—Atlantic City, Bayonne, Belleville, Bloomfield, Elizabeth, Hackensack, Long Beach, Nutley, Orange, Westfield.  
New York.—Ithaca, New Rochelle, New York, Peekskill, Poughkeepsie.  
North Carolina.—Durham.  
Ohio.—Fremont, Glendale, Lorain, Springfield.  
Oklahoma.—Okmulgee.  
Oregon.—Eugene, Klamath Falls, Portland.  
Pennsylvania.—Allentown, Greensburg, Lancaster, New Castle, New Kensington, Philadelphia, Pittsburgh, Uniontown, Waynesboro, York.  
Rhode Island.—Central Falls, Cranston, N. Providence, Providence, Warwick, Westerly.  
South Dakota.—Aberdeen.  
Tennessee.—Knoxville.  
Texas.—Austin, Beaumont, Lubbock.  
Utah.—Salt Lake City.  
Virginia.—Portsmouth, Richmond.  
Wisconsin.—Appleton, Beloit, Madison, Superior, Watertown.

W. S. DEFFENBAUGH

## In Colleges

MASTER OF ARTS IN TEACHING is a new degree recently announced by Harvard University for completion of a new course in secondary school teacher training. The graduate schools of education and arts and sciences will combine for the first time in history to prepare students for the teaching profession; women may take the degree at Radcliffe College.

COLLEGE ENROLLMENTS in 1933-34 dropped off 8.6 percent in the 2-year period since 1931-32 according to the most recent statistics of the United States Office of Education. There were about 100,000 fewer men and women in college in 1934 than in 1932. Losses were highest in the public teachers colleges (—14.9 percent), in the private junior colleges (—13.4 percent), and in the normal schools (—30 percent). The total number of men and women in college in 1933-34 was 1,055,438 with a ratio of about 3 men to two women. These students were about equally divided between public institutions and institutions under private control, but the 3-to-2 ratio of men to women was more pronounced in the privately controlled institutions than in those publicly supported. While the losses of men (—50,428) were nearly the same as losses for women (—48,241), the percentage loss of women was much higher than that of men due to the smaller number of women students enrolled. The Office of Education gathers these statistics once every 2 years and blanks for the 1935-36 data will soon be mailed to the colleges and universities. Statistics for the year 1933-34 are not yet available in published form; the above data are advance figures.

UNIVERSITY OF ARIZONA'S building program will this fall be completed at a cost of over 1 million dollars. This will give the university additional facilities of 4,226 seats, 500 lockers, 27 beds in the new infirmary, laboratory space for 270 students, 50 office rooms, a dance floor for 500 couples, a place to house the State's archaeological collections, farm equipment, and cavalry school stable space for 102 horses. In addition to the recreation building, administration building, and farm buildings, there is a 2,700-seat auditorium which will enable the university to present its lectures, concerts, and plays on the campus.

THE ECONOMIC STATUS OF COLLEGE ALUMNI is being studied by the United States Office of Education in cooperation with 28 graduate schools. Nearly 150,000 alumni will be contacted during the year,

in an effort to determine economic status with respect to majors, employment, occupation, earnings, and other factors. Each of the 28 universities participating will contact their own alumni and complete the studies locally. The Office of Education will undertake to assemble the data from these institutions into a single coordinated study. Results of this research are expected to show how the college graduate has weathered the depression years, and what the future holds for new graduates.

ONE HUNDRED YEARS AGO Alfred University was a little one-teacher select school with some 30 students meeting in an upper room of a private house. Today the university maintains four schools: College of liberal arts, privately endowed, with 300 students; department of theology and religious education, privately endowed, with four students; New York State School of Agriculture established and supported by the State of New York, 60 students; New York State College of Ceramics, established and supported by the State of New York, with 320 students.

Emergency collegiate centers affiliated with the university are instructing some 400 persons at Bath, Jamestown, Medina, Dunkirk, Lockport, and Cattaraugus. Of the 110 men and women on the pay roll, 62 constitute the faculties and administrative personnel of the four schools. A special centennial convocation will be held at commencement time, June 9, to commemorate the first 100 years.

WESLEYAN COLLEGE for women (Macon, Ga.) is also celebrating its centennial year. In 1834 Daniel Chandler in his influential "Address on Female Education" called it a "disgrace to the Nation" that out of 61 colleges then established not one was dedicated to the cause of "female education."

In 1836 a bill passed the legislature, and Wesleyan College was chartered. The first "diploma" was awarded in 1840 to Catherine E. Brewer (Benson), better known as the mother of the late Admiral Benson. The first building, still standing on the hill in Macon, now houses the Wesleyan Conservatory of Music. At commencement time this year the centennial will be celebrated with festivities and pageants. Next fall further celebrations will take place when an academic conference of learning is planned.

WALTER J. GREENLEAF

## In Educational Research

WHILE WE NEED the cooperative research attack on individual problems in education, we also need some comprehensive surveys of education in order to show how the various aspects of education can be integrated in practice. A study that does this for the rural schools of one county is that by Henry Lester Smith and Forest Ruby Noffsinger, reported as volume VII, no. 2, of the Bureau of Cooperative Research, Indiana University (March 1936). The organization of the schools, the training and experience of the teachers, the curriculum program and pupil progression are reported upon and brought to bear upon the problem of the improvement of the schools. Other counties can find in this report a guide for a self-survey of their own standing, educationally speaking.

THE BETTS READY TO READ TESTS is a series of stereoscopic slides used in the Keystone Ophthalmic Telebinocular tests with some degree of validity eye-muscle imbalance. A critical study of the relationship between eye-muscle imbalance diagnosed by this method and reading disability is reported in the current number (March 1936) of the Journal of Educational Psychology by Paul A. Witty and David Kopel. They conclude: "In conclusion, it is clear that the cause of reading disability (as an entity) lies in no single visual factor. Every visual (defect) item considered seems to play a relatively negligible role in the attainment of poor and good readers." This conclusion is in agreement with Gates, who in investigating reading difficulties and their correction has been impressed with the variety of factors which seem to disturb the reading function and with the great number of approaches in remedial reading which seemed to be effective.

A NUMBER OF STUDIES of the behavior of children has been made from the standpoint of the psychologist and psychiatrist. A new point of view is that expressed in Nellie M. Campbell's study of "Elementary School Teachers' Treatment of Classroom Behavior Problems" (Bureau of Publications, Teachers College, 1935) which tells how a group of elementary school teachers treat certain outstanding classroom behavior problems of children and compares their practices in regard to the results. The conclusion and recommendations seem very practical. The

study contains one of the best lists of current methods used by teachers in treating misbehaviors. These types of treatment are listed under eight categories as follows: (a) Physical force, (b) censure, (c) overtime or extra work, (d) deprivation, (e) ignoring, (f) verbal appeal, (g) reward through social approval, (h) explanation or assistance in meeting situation, and (i) reward through privilege.

H. T. MANUAL of the University of Texas has made a contribution to the measurement of the intelligence of Mexican children and has made an evaluation of the effects of bilingualism in Mexican children on achievement and intelligence in the University of Texas (bulletin for Aug. 22, 1935). He found that the Stanford-Binet, when used with Mexican children in Spanish, gives mental ages and I. Q.'s higher than those secured with the English Stanford-Binet. He also found that mental ages and I. Q.'s are higher for those children who have been in school the longest. One of his conclusions is of particular interest to race psychologists and to those who have to do with children with the handicap of bilingualism. It is, "There is every reason to believe that the removal of language and environmental handicaps would be accompanied by a significant rise in the scores of both intelligence and achievement tests."

SHOULD SCHOOL SYSTEMS take care of recreation, medical services, and social welfare work in their respective communities? Everett C. Preston has brought together the statutory provisions concerning the work of the school in these fields throughout the several States and discusses the principles involved. The provision of such services to its pupils is an important point facing American education today because the recognition of public responsibility for many of these services is just emerging. The types of organization to take care of such services is still a question to be settled. This work by Preston furnishes the background for a study of the organization of these services. Preston's study is called "Principles and Statutory Provisions Relating to Recreational, Medical and Social Welfare Services of the Public Schools." It is published by the Bureau of Publications, Teachers College, Columbia University.

This study is pertinent at this time because it is closely related to the activities and services for youth now so widely discussed.



AN IMPORTANT SURVEY of the education of secondary teachers in the Southern States is presented by Doak S. Campbell and others representing the Southern Association of Colleges and Secondary Schools and published by the division of surveys and field studies of George Peabody College, 1936. This survey covers the objectives of teacher-training institutions, their curriculums, the provisions for practice teaching, the teacher supply and demand, and the like.

DAVID SEGEL

## In Other Countries



"THE PROVINCE should have its monument to the teacher so that present and future generations may every year render the homage of civilization to the one who sows the primary ideas of letters, of sciences, of moral precepts, and of higher ideals; to the one who teaches the illiterate to read, to write, and to count," said Eladio A. Carranza, Director General of Schools of the Province of Buenos Aires, Argentina.

With the help of the school children of the Province, he brought his idea to fruition in a monument, unveiled a few months ago, and now standing before the building of the direction general in La Plata. The bronze group symbolizes a teacher with three children of different ages. The bas relief on the red granite pedestal has in the foreground a teacher giving instruction to his pupils; in the background is the Rio de la Plata lighted by the rising sun.

JAMES F. ABEL

## Social Security Act

[Concluded from page 277]

unemployment compensation laws of some of the States, an employer contributes 0.9 percent of his pay roll for the year 1936. In such a State an employer with a pay roll of \$100,000 pays \$900 to a State unemployment compensation fund and only \$100 to the Federal Government. The Federal Government, as stated before, pays the cost of administration of the law if certain requirements are met. An employer with a similar pay roll in a State which has passed no unemployment compensation law, pays the full Federal tax of \$1,000 with no benefits accruing to him, his workers, or the State.

The 13 States which have passed unemployment compensation laws are: Alabama, California, Indiana, Massachusetts, Mississippi, New Hampshire, New York, Oregon, Utah, Washington, Wisconsin, Rhode Island, and the District of Columbia. With the exception of the States of Rhode Island and Utah, all of these laws have been approved by the Social Security Board. Rhode Island's and Utah's laws have not yet been submitted. It is expected that three quarters of a million dollars will be granted to States for administration purposes for the 3 months ending June 30.

The provisions of the unemployment compensation laws vary with respective States. Generally speaking, unemployment benefits are figured at 50 percent of the weekly wages, with \$15 as the maximum. The maximum duration of benefits in most laws is between 15 and 16 weeks a year.

The old-age benefits and unemployment compensation provisions of the Social Security Act concern themselves with the persons in the ranks of industry, the employed, and the employable worker. In the public assistance provisions of the Social Security Act, it is, in the main, the unemployable person who is taken care of; the man and woman over 65 with no means of support, the blind person who is in need, and the dependent child who but for the financial assistance given his mother or near relative would be sent to an institution.

Just as it is true that the Federal Government does not become an active partner in the program of compensation for unemployed workers until the State passes the necessary legislation, so is it equally true that the Federal Government does not participate in the public assistance programs until the State enacts such State-wide plans in behalf of these indi-

viduals that the Social Security Board can approve.

In the case of aid to the needy aged and blind, the Federal grant matches the States' expenditures dollar for dollar up to a combined total of \$30 per month, and also includes 5 percent additional for the States' administrative expenses. In the case of aid to dependent children, the Federal Government pays \$1 for every \$2 disbursed by the States up to a total of \$18 per month for the first dependent child in a family, and \$12 per month for each additional dependent child. An additional sum is allocated to meet part of administrative expenses.

To date, 34 States and the District of Columbia have submitted public assistance plans which conform with requirements of the Social Security Act, and these States are participating in the cooperative State-Federal system of aid provided by the Act. Among these, are 32 approved State plans for aid to the needy aged, 21 approved State plans for aid to needy blind, and 19 approved State plans for aid to dependent children. The Federal contribution toward the care of these persons in all States whose public assistance plans have been approved by the Social Security Board is expected to be more than \$18,300,000 for April, May and June.

There are several other provisions of the Act dealing with public assistance or grants to States for approved programs inaugurated or developed by the States. Three of them, dealing with maternal and child health services, aid to crippled children, and child welfare service come under the supervision of the Children's Bureau of the Department of Labor.

The Bureau of Public Health Service and the Department of the Treasury supervise the program of public health provided for in the Social Security Act.

The vocational rehabilitation program for those who are physically disabled is administered by the Office of Education in the Department of the Interior.

Information on provisions administered by the Social Security Board may be obtained from the Educational Division of Informational Service of the Social Security Board. Information dealing with the other provisions may be obtained from the respective Government agencies concerned. On request school libraries will be provided with complete file of educational material released by the Social Security Board.



# UNITED STATES DEPARTMENT OF THE INTERIOR

HAROLD L. ICKES, *Secretary*  
OSCAR L. CHAPMAN, *Assistant Secretary*

## OFFICE OF EDUCATION—ORGANIZATION

J. W. STUDEBAKER, *Commissioner*—BESS GOODYKOONTZ, *Assistant Commissioner*  
J. C. WRIGHT, *Assistant Commissioner for Vocational Education*

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*Assistant Commissioner of Education*—BESS GOODYKOONTZ.

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DAVID SEOWL, senior specialist in tests and measurements.

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##### Vocational rehabilitation service, District of Columbia:

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W. H. FURRY, supervisor.

##### Research and statistical:

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C. M. ARTHUR, research specialist.

##### EDUCATIONAL CONSULTANT:

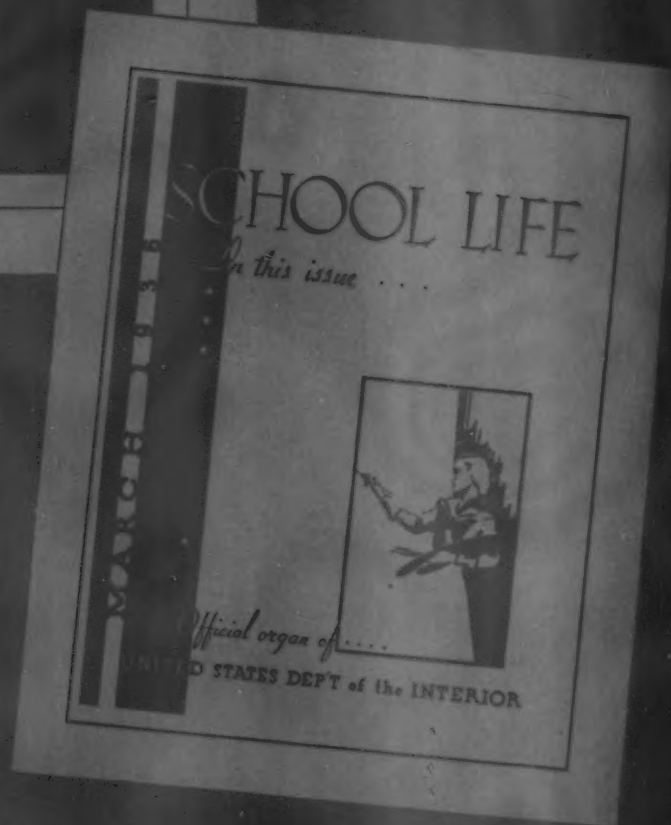
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SILAS M. RANSOPHER, assistant director.  
GEORGE J. FINLEY, assistant to director.  
JOHN A. LANG, research assistant.



The above drawings were submitted by the Frank Wiggins Trade School, Los Angeles, Calif., in the current year's *School Life* cover design contest carried on under direction of William DeMoulin, head of the Art and Drafting Department. Among contestants were the following students: Elsie Ludcke, Marian Witcher, Virginia Weir, and Richard Case. G. A. McGarvey, agent, Vocational Education Division, Office of Education, has been in general charge of the cover design contest for *School Life*.